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ABSTRACT

This final report describes the accomplishments and activities of a 5-year federally funded California systems change project supporting the development and replication of inclusive schools as part of the state's movement to provide the least restrictive educational environment for all students with severe disabilities. The project was a cooperative effort of several California State Universities, the California Department of Education and 15 school districts. The report begins with an examination of the context of education in the state in 1995 and moves to a descriptive narrative of the overall project goals and of specific tasks and objectives followed by a report of accomplishments related to each task. State and local level accomplishments at 43 sites are specified and include participation in the State Improvement Grant, conducting of professional development institutes and conferences, and development of materials, policy and procedures. Implications from project outcomes are discussed for the policy areas of curriculum, assessment, accountability, professional development, funding, and governance. A product list of 20 tools, articles, chapters, books, and training manuals and videotapes is included. Appended are a project brochure, the agenda for a training workshop, needs assessment forms, a manual for districts and schools, school/district self-assessment forms, and issue briefs. (DB)

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Final Report

California Confederation on Inclusive Education

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Statewide Systems Change Project
(H086J50011)

1995-2001

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I. EXECUTIVE SUMMARY

The five-year statewide systems change project (1995-2000 with a one year extension to 2001) entitled the **California Confederation on Inclusive Education (CCIE)** and its accomplishments are described. CCIE was a cooperative effort of several California State Universities, the California Department of Education and fifteen school districts representing one-sixth of the state's six million students. Implications of CCIE's work for research policy and practice are stated as well.

Report Structure. The report begins with an examination of the context of education in the state in 1995, and moves to a descriptive narrative of the overall goals, with delineation of specific tasks and objectives. This is followed by accomplishments related to each task, as well as a discussion of challenges encountered and strategies employed by CCIE staff to address them. Implications are outlined utilizing a framework designed for inclusive evaluation of state and local policies in areas of curriculum, assessment, accountability, personnel development, funding and governance.

A product list of twenty tools, articles, chapters, books, training manuals and videotapes is included along with product copies and/or publisher information.

Content Highlights. CCIE staff's work with fifteen LEAs, and with dozens of inclusive schools and teams of teachers, parents, students and administrators and with the CDE is summarized in terms of state, district and site level tasks.

At the **state level**, CCIE participated in the design of the new Quality Assurance (monitoring) Process, Alternate Assessment, the State Improvement Grant and the LRE Initiative. The LRE Initiative is described in detail as it is a major state level project outcome involving the design and use of SEA, LEA and school level self-assessment and continuous improvement protocols, training for CDE staff and statewide regionalized professional development for schools and districts utilizing CCIE-developed materials and training modules, as well as trainers identified by the project from local districts and inclusive schools. This LRE Initiative represents the most significant state level guidance and technical assistance on LRE to the field in more than a decade.

Local level achievements are described including CCIE's specific work with 43 selected sites, LEA level professional development activities; materials, policy and procedures development, as well as participation of teams, schools and district personnel in annual project institutes and conferences, both as participants and facilitators.

Project accomplishments with LEAs include, for example: increases in numbers of inclusive schools and included students by as much as 500% (Los Angeles); inclusion as an option in every school (Davis); the largest percentage of included students in an urban center (San Francisco); the founding of inclusive charter schools (San Diego, Los Angeles); the design of standards-based differentiated instruction training for all school communities (San Francisco); as well as production of a **Starter for Inclusive Education** and a variety of training tools such as videotapes, manuals and upcoming CD-ROM/DVD tools utilizing these materials to be disseminated by the CDE-sponsored LRE Resources Project.

Finally, "resource center schools" have been identified for CDE-sponsored utilization and support, and dissemination-collaboration across IHEs of training content, material and training experience is underway.

Implications from project outcomes are discussed in detail, with background and current status updates across the policy areas of curriculum, assessment, accountability, professional development, funding and governance. Significant progress is outlined in several areas including curriculum, accountability, funding formulas and professional development, and continuing critical needs for systemic change in areas such as governance and assessment are highlighted.

II. CONTEXT

When the Confederation Statewide Systems Change Project was funded and initiated in 1995, there were several serious **obstacles** to change which formed the backdrop of our activities, as well as several **opportunities** which facilitated removal or alteration of those challenges.

First, the state's (CDE) leadership of Special Education had changed from a fairly proactive one to a status quo orientation between 1994 and 1997. For example, the Director had established a general-special education Stakeholders Group to address LRE issues, and that group had recruited regional cross-constituency teams (general, special education teachers, administrators and parents) across the state. However, the two years of voluntary team work to (a) restructure the CDE 1986 LRE Policy in light of changes since it was first written, and in view of pending reauthorization, and (b) develop training materials and modules for statewide dissemination, was put on hold by a lack of commitment of resources to the work and by the CDE's lack of commitment at that time to updating policies and procedures.

This "don't rock the boat" orientation was further exacerbated by the **elimination of a funded structure for statewide inservice,** which had been in place for two decades, but which was considered a luxury by the early 1990s given both the economy, Proposition 13 and the resultant lack of school funds, as well as the desire to return control of professional development to local districts. While local control was arguably a valid issue, the primary outcome had been a complete lack of direction from the CDE on best practices for special education, and no guidance to schools/districts in particular in the area of LRE and inclusive schooling, from **either** a legal or a best practices standpoint.

It is critical to note that all of this was informed by the practicalities of education funding in the most diverse state, with the largest student body, and one of the **lowest per pupil expenditures** in the nation. As noted in the original proposal in 1994, with 30 million residents, California had twelve million more people than New York, 13 million more than Texas, and a K-12 school population (6 million) ten times bigger than Vermont's total population, and greater than the total population of any of **36** other states. Fifty-five percent of the school population was non-white, and the term "minority" had grown to have little relevance as population diversity continued to increase. The U.S. Department of Education had reported that California had 40% of the country's English Language Learners, in its 1,020 districts and 7,500 public schools, yet it was 46th in percentage of income dollars devoted to public schools; 41st in per pupil spending, putting in only half of the average commitment of dollars of states such as New Jersey, New York, Connecticut, and Massachusetts. Class size was the highest in the nation, and there was a significant shortage of school facilities and teachers.

The state's governance and special education funding structure provided yet another challenge. The regionalized Special Education Local Plan Area (SELPA) structure of 120 SELPAS results in both single urban SELPAS as well as multi-district consortia with as many as 42 districts involved and obligated to plan, allot funds and administer programs jointly. This coupled with the county office structure which predominated over special education in many areas, had led to decreased ownership of students as well as decreased opportunities for inclusive education in one's home school.

Into this set of circumstances entered the Confederation on Inclusive Education in the Fall, 1995, with the overall objective of coordination of state reform efforts in tandem with the National Consortium on Inclusive Schooling Practices in the specific policy/legislative areas of the funding structure, assessment and accountability systems with the expected outcome of enhancing quality inclusive educational opportunities for all students, particularly those with disabilities.

III. PROJECT DESCRIPTION

The California Confederation on Inclusive Education was a cooperative effort of the California Department of Education, the State Board of Education, the California State Universities at Hayward and San Diego, and selected school districts representative of the diversity that exists in California. The project staff included faculty members from San Diego State University, CSU Hayward, San Francisco State University and California State University, Los Angeles. The purpose of this collaborative effort was to support the development and replication of inclusive schools as the next step in the state's movement to provide the least restrictive educational environment for all students with severe disabilities across age and grade levels. Multiple coordinating activities have been initiated at the state, local and school levels to facilitate the systems change process. At each level, project partners worked to bring about specific outcomes in the areas of **policy**, **training/support**, and **demonstration/dissemination** through activities which attempted to coordinate numerous statewide reform efforts.

At the state level, the project participated in an initial policy audit conducted by NASBE and the (then existing) National Consortium on Inclusive Schooling Practices (NCISP) that analyzed existing policies which present either barriers or opportunities for systems change toward inclusive schooling, and made specific recommendations for changes. The NCISP subsequently completed a case study of California's activities (with regard to change and movement) across six policy areas over the course of the project. The Confederation's close working relationship with the National Consortium on Inclusive Schooling Practices (NCISP) provided both access as well as a framework for supporting change. In turn, the NCISP Policy Framework helped organize and orchestrate our statewide work groups and agenda for impacting state policy and practice. The policy areas on which our projects have collaborated over the life of this project included: Funding, Assessment, Personnel Development, and Accountability.

Three rather significant events/activities led to increased and more productive opportunities for collaboration with the CDE over the last year and a half of the project – and which have continued beyond life of the project. These events/activities included: (1) a change in leadership within the Special Education Division of the CDE, (2) the project's direct and indirect involvement and collaboration in two very high profile situations (i.e., the Chanda Smith Consent Decree and Ravenswood), and (3) the hiring of a former CDE consultant as our project's North-Central California Coordinator. During the last two years of the project and the subsequent year after the project, the Confederation and CDE collaborated on the development of four important products and processes (see Appendix A, Products, also): (1) a training video and manual for paraprofessionals supporting students in inclusive settings—"The Paraprofessional's Role in Inclusive Classrooms"; (2) a video that focuses on the restructuring/change process of two California schools (one elementary, one high school) that also resulted in the inclusion of all students with disabilities – "Restructuring for All the Kids"; (3) a manual that addresses district and school level strategies and supports for creating inclusive schools—"Inclusive Education Starter Kit", and (4) Site, District and State level LRE Protocols and training for CDE level staff, as well as a system design for technical assistance with their implementation.

Confederation personnel have also been participating in several statewide workgroups, and most importantly, playing key roles on the statewide LRE Initiative Committee and the subsequent LRE Design Team which has developed and is currently piloting these LRE protocols at the state, district and school levels. The CDE has also approved and funded a second year of the "LRE Resources Project" which is effectively a state level extension of the Confederation project and utilizes Confederation personnel as well as practitioners from former CCIE schools and districts. The focus of this project is to continue to develop and utilize resources, trainings and materials focusing on inclusive education in conjunction with the CDE's redesigned statewide Quality Assurance monitoring system. For example, statewide trainings on the LRE Initiative, in general, and the LRE Protocols, specifically, have been organized to begin in January, 2002 in Northern California with three additional institutes in each region of the state. The LRE Resources Project and former Confederation staff are taking the lead in designing and implementing these important trainings and the follow-up process.

At the local level, technical assistance was provided to fifteen LEAs statewide to facilitate development and implementation of inclusive schools across preschool, elementary, middle, high school and transition levels. The participating LEAs reflected urban, suburban and rural school districts, including five of the ten largest school districts encompassing Los Angeles, San Diego, San Francisco, Elk Grove and Oakland; suburban school districts such as Grossmont, Berkeley, Davis, Whittier, Little Lake, Lemon Grove, and San Ramon, as well as rural districts such as El Centro, Auburn, and Black Oak Mine.

There were many exciting outcomes within participating districts that extended well beyond specific project objectives. For example, each district developed specific local policies, procedures and infrastructures to support inclusive education, from Teachers' Association contract language (inclusion guidelines) (e.g., San Francisco USD, Berkeley USD, Oakland USD, San Ramon Valley USD) to revised Board of Education Policy (San Francisco USD, Oakland USD) on inclusive services and LRE, to development of handbooks on inclusive service delivery outlining, e.g., roles and responsibilities, staffing, specific support strategies, and resources available (Berkeley, Oakland, Elk Grove, Davis, San Francisco, San Ramon Valley) . Districts also placed key information on their web pages (e.g., "Common Questions about Inclusion" on San Francisco USD Special Education Web) and in other district communication vehicles, such as Weekly Administrative Directives.

In addition, districts: established centers or libraries of resource information on inclusive services for teachers, administrators and families; conducted outreach to incoming families and to students served in special classes to advise them, their parents, and their teachers of the inclusive option; established revised enrollment procedures to support broader inclusive placements throughout districts, and designed innovative inclusive Summer School and day camp options.

San Francisco USD took one of the most innovative steps in 1997, in response to quality assurance reviews which had indicated compliance problems in nearly every area except LRE. Then Superintendent Rojas established a Management Team of general and special educators, parent and integrated services (Healthy Start, Bilingual Education) personnel with consultation from CCIE Staff, to establish a district wide plan that would move San Francisco USD toward a **unified** system. Recommendations from the Inclusion Task Force were considered and in the main adopted. The district has moved forward with these plans despite middle and top-level administrative changes.

At the site level, project partners worked directly with and provided technical assistance to school sites within each of the targeted LEAs to develop inclusive education programs, restructure service delivery and curriculum, facilitate collaboration across categorical programs, provide outreach to other schools, and facilitate inclusive "feeder" patterns from preschool through high school within districts. Former Confederation staff and the current LRE Resources Coordinator are working with the CDE to refine the system for utilizing and supporting a sample of these schools across the state which demonstrate effective inclusive schooling practices, to be utilized as "Resource Sites" to other schools who require improvement in the provision of inclusive/least restrictive educational options for students with disabilities.

The specific goals and achievements of the Confederation project and any modifications that were made follow below:

Goals

TASK 1: STATE LEVEL SYSTEMS CHANGE

1.1 Establish a "reforms initiatives" database across all current state level reform efforts.

1.2 Establish a work group to analyze the "reform initiatives" database. This work group will include leadership from teacher groups, related service staff, administrators, parents, California Department of Education, and advocacy representatives.

Note: In addition to targeting specific reform initiatives in California, specific work groups were formulated and utilized to address critical issues of concern and/or importance as they arose. As an example, a work group that included the largest single district SELPAs in California was organized to address and provide input re: various funding models that were being proposed. In addition, the LRE Design Team, Quality

Assurance Process Group, Alternative Assessment Work Group and State Improvement Grant Partnership Team were the initiatives directly impacted by project efforts.

1.3 **SEA Action Planning: Project task team will impact the status of NCISP's SEA policy audit and planning activities.**

1.4 **Develop LEA and SEA action plans using assessment and evaluation data.** *(See below).*

1.5 **Support implementation of action plans at state, district (see Task 2) and site (see Task 3) levels.**

TASK 2: DISTRICT LEVEL SYSTEMS CHANGE

2.1 **Provide technical assistance to 24 LEAs statewide to facilitate development and implementation of inclusive schools across preschool, elementary, middle, high school, and transition levels.**

Note: The number of LEAs was changed to fifteen to reflect the level of involvement required for actual systems change and to account for the fact that the project was working with four of the largest urban schools districts (Los Angeles, San Diego, San Francisco and Oakland) and a representative group of both suburban and rural districts across the state of California.

2.2 **Provide direct services at district level to facilitate systems change for inclusive education.**

2.3 **Provide coordination function to ensure continuity of the planning and change effort internally and with similar efforts statewide.**

TASK 3: SITE LEVEL SYSTEMS CHANGE

3.1: **Select local inclusive school sites for participation in each targeted LEA with Inclusive**

Education Task Force

3.2 Establish site level planning teams

3.3 Establish student level planning teams

TASK 4: NETWORKS FOR SYSTEMS CHANGE

Part A: Resource Centers

4.1 Develop building level Resource Centers with representative training teams to provide outreach, training, visitations and information for replication partners within and outside the LEA.

4.2 Utilize teams and Resource Center sites for technical assistance in other LEAs.

4.3 Utilize teams within annual California Education Innovation Institute (CEII) trainings.

4.4 Collaborate with each CDE Exemplary Site Network to connect Resource Centers with other exemplary sites and incorporate inclusion as a new focus in other networks.

This is still in process. Until a mechanism within the state is identified to provide release time/compensation for visitations and technical assistance, many of these schools are not willing to be "publicly" identified via the CDE due to the already overwhelming number of requests that they receive for visitations and technical support. The LRE Resources Project is currently working with the CDE to develop a network of resource sites, corresponding guidelines, compensation, coordination and ongoing professional development plans.

Part B: IHE Collaboration

4.5 Establish database for an interactive IHE network.

4.6 Develop cooperative evaluation/research designs and implement.

4.7 Develop, field test, and incorporate inclusive education modules in general and special education preservice coursework.

4.8 Coordinate Resource Centers with IHE model fieldwork sites in region and develop mutual-use agreements.

IV. OVERALL PROJECT ACCOMPLISHMENTS

Task: State Level Systems Change (1.1 - 1.5)

- Project Co-Director & Co-Coordinator (Halvorsen and Meinders) participated as stakeholders in the California Department of Education's (CDE) design of the new Quality Assurance Review process, to replace the Coordinated Compliance Review. The group designed goals, and developed quantitative and qualitative measures of key performance indicators (KPIs) with the CDE. The new system of KPIs has been in place since the 1999-2000 school year and continues to be revised by the stakeholder group annually. Key advocacy groups such as CAL-TASH, DREDF, and Protection & Advocacy are also at the table, along with professional associations such as CEC, Association of California School Administrators, CSBA, SELPA administration, and California Association of Resource Specialists.
- Mary Falvey, Project Training Partner and Pam Hunt, Project Evaluator, have been participating on the CDE workgroup on alternative statewide assessment procedures for students unable to participate in the STARS system with modifications. Former project staff continue to participate in this work group. The system is in its first phase and will be undergoing an anticipated second and third revision phase following field test results.

- All project staff have been involved in the CDE-initiated LRE Design Team. This team developed self-assessment protocols to examine Least Restrictive Environment practices at three different levels of the system; state, district and site. Project staff participated in the development of these tools as a part of the CDE LRE Initiative, which began in the spring of 2000. The protocols were developed in a similar format to and utilizing content of the CCIE project needs assessments. Training was conducted by project and work group participants for all CDE, SED consultants and hearing officers in 2001. Statewide training for districts will be initiated in January, 2002.
- Project staff collaborated with the NCISP in the development of several nationally disseminated Issue Brief publications highlighting the key areas of: assessment, pupil-count procedures and professional development and their state and local policy implications for inclusive services.
- Jacki Anderson, Project Partner, was a selected stakeholder in the State Improvement Grant (SIG) development process.
- CCIE Project Advisory Board involved direct participation of key CDE personnel, including State Director Dr. Alice Parker; Senate Office of Research; IHE faculty from the three project universities as well as three others (CSU San Marcos, CSU Sacramento and San Francisco State University) thus representing 30% of the CSU programs; parents and parent representatives of LEAs, of Parent Training and Information Centers (Support for Families) and statewide Advocacy organizations (DREDF, PAI, CAL-TASH and Californians for Inclusive Schools); administrators and teachers. The Advisory Board was of particular assistance in a) product review and b) recommendations for state level follow up and commitment, resulting in the LRE Resources and Initiative.

- At the invitation of the CDE, CCIE project staff formed the CDE LRE Resources Project with the Wested organization, which was awarded a contract for the use of SEA Personnel Preparation funds. Project staff has worked in conjunction with the CDE-Special Education Division to implement successful processes and procedures developed and evaluated by CCIE and project LEAs on a statewide basis. Activities include:
    - ➢ Identification and development of demonstration sites from LEAs which have participated in the project, and others as appropriate. These sites will be used in conjunction with the new SEA monitoring system to assist sites in implementing inclusive education.
    - ➢ Development of training modules for use throughout the state, and implementation of a trainer of trainers system.
    - ➢ Full issue of the statewide Specialedge newsletter (circ. 40,000) in Spring 2001 was dedicated to LRE and included several newsletter articles by CCIE staff. This is also disseminated through the CDE web.
    - ➢ Development and funding of professional development on inclusive education statewide.
    - ➢ Networking and information sharing via the Internet for model sites and general use (Task 4).

Tasks 2 and 3: Local and Site Level (2.1 - 3.3)

- "Pre" and "Post" LEA and school site level needs assessments, action plans and technical assistance have been completed in the Phase 1 and Phase 2 LEAS. (See Final Evaluation Report, submitted January, 2001.)
- Planning teams were established (or existing groups utilized) for planning at each of the 43 selected school sites.

- Planning was coordinated with school level reform efforts, e.g., Healthy Start, restructuring, multi-age classes, class size reduction, reading initiatives, etc.
- Project staff facilitated and coached planning teams regarding best practices in team meeting skills.
- LEA action plans were supported by project staff through facilitation of district and site level teams; professional development tied to their action plans, summer training institutes and funds directed to district personnel to attend appropriate conferences, meetings and trainings. Targeted areas/topics of these professional development (including parent) and technical assistance services provided to district and site level personnel included:
  - Overviews of inclusive education for multiple audiences and school level teams
  - Team building at the district level and at the site level (planning teams and student-specific teams)
  - Curriculum modification and differentiated instructional strategies for diverse learners
  - Student support strategies including staff restructuring and development of natural supports
  - Developing resource centers
  - Systems change from district to classroom levels
- Project staff member Mary Falvey served as the LRE Consultant to the Chanda Smith Consent Decree work in LAUSE, and continues to meet every six weeks with the LRE Subcommittee to develop and implement their plans.
- Project staff have been involved in the planning for the opening of a new high school, Steele Canyon (in the Grossmont Union High School District), which will be opening its doors as

an inclusive school. This "non-negotiable" was approved by the School Board—all resident students with IEPs will be enrolled in academic classes with support.

- CCIE provided annual statewide three-day summer institutes for school teams from both project and "non-project" LEAs in Northern California. A two-day leadership component was also added in Year 4 and Year 5 to assist the project in identifying and supporting potential resource-leadership sites. (Also Task 1 and Task 4 goal.)
- CCIE provided two-day Leadership Institutes in Southern California for the Years 3, 4 and 5 of the project. These Leadership Institutes were open to individuals and/or teams from the larger community as well as the project LEAs
- The project facilitated LEA participation as presenters in local, regional, statewide as well as national conferences, including: Integration Institute, ASCD, Cal-TASH, Supported Life, TASH, the Colorado Inclusion Conference.

Task 4, Part A: LEA Networks (4.1 - 4.4)

- Establish electronic network to more formally link participating LEAs and school sites both statewide and regionally (as a function of the CDE proposal highlighted under 1.4).
- San Francisco USD elementary and middle school teams presented with project staff at local and national conferences and facilitated groups in summer institute trainings.
- At the high school level, Whittier High School (in Los Angeles County) and Santana High School (San Diego County) provided extensive site visitations for teachers, parents, students, and administrators, and continue this effort.
- One San Francisco USD elementary school (West Portal) was selected for an award by Teaching Exceptional Children magazine for its inclusive programming.

- Teachers from Whittier High School and Santana High School (special and general educators) provided trainings and workshops for teachers, administrators, parents and students locally, and have presented at numerous conferences and trainings within and outside of California.
- Iron Horse Middle School (an inclusive project participant) in San Ramon Valley USD was selected as a model of collaboration to meet all students' needs, by the CDE with Schwab Foundation's Collaborative Challenge.
- Teams from the first phase districts, i.e., Elk Grove, Berkeley and San Francisco USD have been used for trainings with other new districts and in classes at California State University, Sacramento (CSUS) and CSU Hayward.
- Participating schools have hosted teams from within and outside their districts to view their programs.
- Development and support of "official" resource schools has been targeted as a primary activity outlined in the proposed CCIE-CDE action plan. (See 1.4.)
- CCIE staff continue to collaborate with and provide technical assistance to Resource Centers established through the project.
- Project staff are in the final editing stage of a "Starter Kit for Inclusive Education" manual with two sections—one focused on policy and procedural issues and the second on instructional and classroom strategies. This will be disseminated jointly through the project and CDE on CD-ROM and in hard copy, as well as excerpted on the CDE web.
- Linkage (electronic networking) was facilitated among Resource Center schools.

Task 4, Part B: I.H.E. Networks (4.5 - 4.8)

- SFSU Program Evaluator Professor Pam Hunt designed the CCIE evaluation plan, which was carried out collaboratively across regions in each LEA.

- Fifteen of California's 20 state university campuses that offer relevant credentialing programs and at least five private IHEs have improved their training for inclusive instruction of diverse learners through their direct relationships with project staff including: (1) Southern CA network of IHEs designing revised credential programs; (2) direct participation of two project staff (Falvey and Anderson) on the CTC review panels for both Educational Specialist standards development and for review of individual IHE proposed revised programs; (3) involvement of CCIE staff as well as general and special educators from project sites in the AB 1422 panels which have made recommendations that will change the structure of general education teacher training in California, resulting in a much greater focus on instruction of all learners; (4) dissemination of syllabi and materials to the other IHEs by project staff teaching in five CSU IHEs: CSU Hayward, San Diego State University, CS Los Angeles, San Francisco State University and CSU Sacramento.
- CCIE conducted sessions at CAL-TASH (April, 1998) that facilitated statewide efforts for IHEs to collaborate and create inclusive educational practices in teacher education. The modules created through the LRE Initiative will be disseminated to CSUs statewide this year.
- SDSU has created a master's degree program focused on "inclusive educational reform" which has been offered on campus as well as at participating school sites (including the rural desert community of El Centro—one of the participating LEAs—which has already produced 21 general education graduates).
- CSU Hayward has designed and is in its fourth year of implementing a collaborative concurrent general education (Multiple Subjects)—Special Education (Mild-Moderate and Moderate-Severe) graduate credential program involving cohorts of general and special

education teacher candidates studying and applying inclusive practices and obtaining dual credentials (or, alternatively, obtaining the Multiple Subjects credential with 50% of coursework and at least 25% of fieldwork/student teaching focused on diverse learners in inclusive classrooms).

Task 5: Evaluation

- The final Evaluation Report was completed and submitted in January, 2001. This report summarized findings from the district and site level needs assessments conducted during the five years of the project, and highlighted the technical assistance and training activities provided.

V. PROBLEMS/CHALLENGES ENCOUNTERED/STRATEGIES EMPLOYED

Although CCIE was very successful at accomplishing the project goals and objectives, there were some problems that the project staff encountered. Challenges are described below along with the strategies used to address those problems at the local, district and state levels.

School Level

- Problem/Challenge: Schools indicated that with the state's emphasis on improving the literacy of all students, inclusive education training became a low priority.

  Problem-Solving Strategy: Incorporate inclusive education training into all existing and planned training related to improvement in literacy and other skills. Example: Teacher leaders program developed differentiation manual and inservice and implemented in all district schools (San Francisco USD).

District Level

- Problem/Challenge: A few school districts that initially indicated an interest to participate in the project ultimately refused their involvement.

Problem-Solving Strategy: Alternate districts were recruited, selected and participated actively

- Problem/Challenge: Districts lacked funds for staff development and/or planning time.

  Problem-Solving Strategy: Project staff assisted in grant writing with LEAs and development of creative planning time alternatives.

State Level

- Problem/Challenge: Lack of CDE involvement in initial project activities such as Advisory Groups.

  Problem-Solving Strategies:

  - ➢ Built Advisory meetings around State Director of Special Education's schedule to ensure involvement.
  - ➢ Project staffs' direct participation in the key CDE Design Teams and work groups noted above (QAP, LRE, Alternative Assessment, State Improvement Grant) increased collaboration with CDE and project impact statewide.
  - ➢ Solicited Director's participation as keynoter/presenter for CCIE-sponsored annual institutes and conferences.

- Problem/Challenge: Lack of CDE direction/guidance to LEAs and SELPAs on inclusive practices.

  Problem-Solving Strategies: Direct CCIE participation in LRE design work; provision of professional development to all CDE Specialized Unit staff and Hearing Officers.

VI. IMPLICATIONS FOR POLICY RESEARCH AND PRACTICE

A discussion of the implications of the work of this statewide systems change project for policy, practice and research is best facilitated by the use of a framework to evaluate inclusive state and local policies, such as that developed by Doug Fisher, Gail McGregor and Virginia Roach, (1996) contributors to and participants in the National Consortium on Inclusive Schooling Practices (#86V-40007, U.S. Department of Education, OSEP). These authors identified the six critical components of Curriculum, Assessment, Accountability, Personnel Development, Funding and Governance and the respective policies/practices which facilitate effective inclusive services. They utilized these in conducting policy audits with the SEAS across multiple states, one of which was California. Five years later, it is useful to revisit key questions in these areas, and the resultant/continuing changes as well as ongoing needs within the state.

Curriculum

Background: California has been a leader in its development of curricular frameworks in content areas as well as the corresponding grade level performance standards. California's standards are sufficiently broad to support the learning needs of all students within academic and to some extent non-academic skill areas, a marker described by Fisher, et al. (1996) as critical to addressing inclusion in the context of general education reform.

Status: Individual districts have initiated professional development for teachers to demonstrate the applicability of standards within differentiated instruction across diverse learners, but much remains to be accomplished in this regard. CCIE worked to effect this connection through local professional development; CCIE sponsored inclusion institutes and conferences, and LRE initiative trainings. Recent technological advances will enable the streamlined dissemination of much of this training material through DVD and CD-ROMs through the LRE Resources Project.

Implications: The implications for **policy and practice** include the critical ongoing need for focused professional development addressing standards and **differentiation,** with CDE Level clarification to the field regarding appropriate grading practices as well as high school exit exam requirements and modifications. In addition, local districts need to provide increased guidance and professional development regarding the relationship of standards to IEP goals and objectives development. Both local and state level coordination with IHEs and Parent Training and Information Centers are required to deliver this professional development at both the preservice, inservice, and IEP team levels.

Research is required which would examine the relationship of IEP objectives to performance standards and the degree/type of modifications of these present in IEPs, as well as the relationship of core-related objectives to students' inclusion in general education. Are students whose objectives are tied to state standards more or less likely to receive their specialized instruction within the general education classroom? Are they more likely to be those students with milder disabilities who are "on the graduation track" than students with objectives that incorporate modified standards and who may have severe disabilities?

Another area of investigation needed is of the relationship between these state standards and the high stakes assessments conducted across the nation, to demonstrate the relationship between meaningful instruction and assessment.

Assessment

Background and status: While California was among the first states to produce and implement content and performance standards, it has lagged behind many other states in aligning these with its statewide assessments. California currently utilizes the Stanford 9 Achievement Tests for its STAR system, and this ETS-produced normed achievement system is **not** based on or aligned fully with the state's standards, although segments are being added annually. This presents huge difficulties for instruction. for the Academic Performance Indices used to rate individual schools (which are based in large part on these test scores), and for the inclusion of students with IEPs within the STAR system.

Implications: California requires a system which is aligned with its standards if the impact of instruction on learning outcomes is to be evaluated with any confidence. It is common knowledge among educators from preschool-university levels that the system is significantly flawed. In its current form, the use of a non-aligned assessment encourages teachers to: (1) depart from the state standards and teach "to the test"; (2) select schools to work in which have a high API and positive scoring history on norm-referenced assessments as a result of students' socioeconomic status, and/or (3) resist inclusion of students within their classes or schools who may "lower" the average percentiles and who maybe seem to threaten the inherent reward system built in for high-scoring schools. Research is needed to document the multiple effects of statewide assessment which is not tied to actual instruction.

These are merely a few of the unfortunate consequences of this un-aligned system. It is a system which perpetuates the status quo in school quality, and which has helped to stymie development of appropriate alternate assessments, since it makes little sense to tie these to a dysfunctional statewide system. The state is currently examining alternatives to the Sat-9, and is in its first phase of implementing an alternate assessment strategy for students with IEPs.

Accountability

Background and status: As a result of both IDEA 97 amendments and related consent decrees involving the CDE (i.e., Ravenswood), as well as the appointment of California's current Director of Special Education, Dr. Alice Parker; the former coordinated Compliance Review System's Inclusion of special education with all categorical reviews was changed, and a new Quality Assurance Process (QAP) was designed with stakeholder input and review, including CCIE and NCISP input and ongoing feedback, as well as input from IHEs, CAL-TASH, PTIs and advocacy organizations such as Disability Rights, Education & Defense Fund, (DREDF) and Protection & Advocacy, Inc. (PAI).

The resulting system was described earlier in this report and is intended to focus on the quality of students' instruction and education as well as on specific compliance with legal requirements. The former CCR System was viewed as one focused solely on "compliance", a necessary, but insufficient effort for instituting real systems change. For the first time, funds as well as the necessary Technical Assistance were made available, with plans tied to expectations for change among "Facilitated" and "Collaborative" level districts, particularly those highlighted as problematic in the previous federal review.

Implications: It is interesting to note that several districts in the now combined Facilitated and Collaborative categories turned down considerable resources for technical assistance provided by the CDE in the second year of the QAP phase-in process, despite the fact that these districts would still need to comply with all of the requirements stipulated in their quality assurance process reviews.

An area of future state level data collection needed will be the impact of the phase-in QAP as it moves to statewide implementation. What differences among LEAs will emerge in terms of key performance indicators and areas of non-compliance among old "offenders"? How effective will the system be in identifying common needs and providing technical assistance through the State Improvement Grant and local planning?

How will the focus on the LEA as the unit of review impact perceptions of ownership of one's students with disabilities even when they have been served through a SELPA consortium or county service structure away from their home schools or districts?

Personnel Development

Background and Status: California's former statewide system of regional **inservice** training centers (SERN—Special Education Resource Network) was eliminated as the CCIE project was initiated. This was an unfortunate loss of resources to the state as SERN and its Parent Tech as well as Individualized Critical Skills Model (ICSM) Systems of team-based personnel development had engendered significant systems change across the state over the previous fifteen years.

A second significant change had occurred in the **preservice** realm in California in 1997. Until then, all special educators were required to obtain a general education (elementary or secondary) graduate level credential in addition to the post-BA specialist credential. The Commission on Teacher Credentialing (CTC) altered these requirements when new Level 1 and Level 2 (Preliminary and Professional) specialist credentials were instituted in 1997, with the goals of (a) preparing teachers for their initial teaching experiences more rapidly in order to address the teacher shortage, and (b) providing both beginning teacher support and advanced specialization preparation in conjunction with candidates' initial employment in the field (Level 2). In designing the two-tiered approach, the CTC and the legislature scaled back the general education credential requirement to minimal fieldwork and certain reading/math core coursework, as well as passage of the Reading assessment. In the meantime expected changes to the general education standards for credentials to infuse more content specific to diverse learners have not yet materialized.

These two events represent merely a fraction of the personnel development picture in California during the CCIE years. Currently, the state Improvement Grant has been designed to address rejuvenated statewide access to personnel development in each of the key areas, with the CDE sponsored LRE Resources Project providing direction, guidance and technical assistance in this area for essentially the first time since CDE LRE Policy was first established in 1986. Under prior administrations, most of the training effort around LRE and all of the statewide direction on inclusive services were stimulated solely by external forces such as advocacy organizations (CAL-TASH, DREDF) parent groups, IHEs and previous OSEP-funded systems change efforts. Now these forces have been brought together by CCIE in collaboration with the CDE through the new LRE initiative.

Implications: There are several vital agendas for **research** within the personnel development category. It is essential that the outcome of statutory elimination of the general education credential requirement for special educators be evaluated in terms of its impact on teacher competence, collaborative practices and student learning outcomes. Data are needed to indicate whether the general education requirement has in fact been dropped on the majority of CSU campuses and at private universities, or whether more actually offer joint programs, leading to dual credentials as is the case in IHEs involved with CCIE.

A second critical area is that of job embedded professional development. Key questions have emerged regarding strategies for matching communities and individuals with appropriate vehicles for this. Our state is particularly interested in research to assist schools with the most effective strategies for creating common planning time, for action research focus groups and other reform work. Many California schools and districts lack individual and/or group preparation time and schools are experimenting with block scheduling, banking time, interdisciplinary instruction, etc., to "create" time for job-embedded development.

A key future issue in **research and policy** for personnel development is the area of paraprofessional roles in inclusive schools. CCIE and LRE Resources have addressed this area with specific product development, and training video modules for statewide use (see Product List) as well as with local training series and staff restructuring in CCIE schools. As the field attends increasingly to structures that will support students in the LRE, paraprofessionals' roles have taken on greater weight, sometimes with the results of decreasing teacher-student interaction and an increasing over-reliance on untrained or minimally trained paraprofessionals who lack licensure. While the field is beginning to acknowledge the critical nature of this issue, research is required to, e.g.: determine the extent to which paraprofessionals serve in a primary support role to students, especially in inclusive classrooms and, to identify innovative models of inclusive service delivery which diminish reliance on paraprofessionals and increase teacher-student relationships and interaction.

Funding and Governance

Background and Status: Fisher, et al. (1996) cited a unified funding system as necessary to support students' varied learning needs. In addition, IDEA 97 required that funding systems be placement-neutral, i.e., that higher levels of funding are **not** tied to segregated placements, and lower levels of funded are not associated solely with less restrictive placements. Past funding formulas, such as the system California had had prior to AB602 in 1997, provided a **disincentive** to placement and support within general education, since the funds did not follow the student. Furthermore, programs serving students in special education—only environments and through intermediate agencies such as county offices had received a higher "support service ratio" of funds, thus discouraging inclusion of students within their home schools and districts. Despite these significant barriers, the majority of LEAs with which CCIE was working in Phase 1, were including students with appropriate support by seeking state waivers to the staffing/service delivery requirements. However, this unwieldy system was not conducive to widespread use, and the inherent irony of having to apply for waivers in order to use funds to support appropriate IEPs was obvious.

AB602 provided for a census-based allotment model linked to the basic student ADA aid formula. As noted earlier in this report, CCIE staff worked closely both with study groups such as the Little Hoover Commission during their investigation of the issues in special education funding; with a project-initiated work group of large urban SELPAs focused on funding; and with AB602 implementation through the AB602 work group of the CDE. The flexibility provided through this legislation has permitted the design of supports and services which truly address individual student needs. Specific CCIE schools and districts have field-tested models for the 602 flexibility, as in San Ramon Valley, where "Instructional Support Program" is individually defined for each student as an alternative to "Resource", "Special Day Class" and other more rigidly defined service delivery approaches. In Elk Grove, learning centers have been designed and implemented to serve both students at-risk and identified students as an adjunct to the general education classroom, as a part of this large district's "never-streaming" model.

Governance continues to be a challenging area for California. The NCISP framework recommended "an administrative structure that serves all students rather than maintaining separate systems for general education and other special populations" (Fisher, et al. 1996, p. 11).

In California the Special Education Local Plan Areas (SELPAs) were established as part of the statewide Master Plan for Special Education in the 1970s. With 58 counties and 1,020 LEAs, California established about 120 regionalized consortia to plan for programs and to dispense funds for service delivery. SELPAs range from being single-district, large urban ones (Oakland, San Francisco) to multi-district, sometimes countywide entities depending on geographic and population size factors. In addition, each of the 58 counties has an office of education which carries district budget oversight functions as well as a vast array of services from juvenile court schools to instructional media centers, to direct special education services, particularly in rural areas. Historically, most counties had been the primary operator of programs for students with moderate-severe disabilities from the 1970s through the early 1990s. While some county offices no longer provide these separate special education programs (e.g., Alameda County in the Bay Area, where all districts took back their services for 3-22 year olds during the state's first systems change Project PEERS during 1987-1992), other suburban counties such as Marin, Santa Clara, Orange, San Mateo and Los Angeles still maintain large operations. These county-operated programs are less likely to provide only segregated systems at present, but their services do present a dual system, and students frequently attend programs in schools located away from their attendance areas and even out of their home districts.

Implications: The political power of the SELPAs and county offices remains strong in California. The contrast between the many instances of "county programs" located in district schools and those operated by and located in home districts and schools is glaringly apparent, and remains a challenge to inclusive service delivery in many regions of the state. Strong local leadership in Special and General education, coupled with both the funding changes and the new

CDE Quality Assurance Process for LEA-level review present the best opportunities for change in this area.

Further research is needed to examine the differences in quality for students served under contrasting conditions, with a comparison of the numbers of students included within district operated programs and those included or served in separate county-operated programs, renting space or bringing county teachers and support staff in to regular schools, as well as an examination of the outcomes of these services for the students attending the district versus county-operated programs. The data generated from such an evaluation could form the basis for new legislation to increase incentives for the return of programs to districts, with counties taking on more of a professional development and capacity-building role within their school districts.

The implications for practice are significant. Ownership of students by their home districts will only occur when students are perceived as belonging to their schools and districts, with districts having responsibility for them, rather than being the responsibility of a separate system overlaid on the district and SELPA structure. Regionalized services for low incidence populations could be managed and delivered through the SELPA structure without the added administrative costs and dual nature of the county office, as has been demonstrated in Alameda County's two dozen LEAs and other locations.

Finally, **leadership** at each level of the system will continue to be critical. Superintendents of school districts now figure directly in the Quality Assurance Process, and our CCIE experience has demonstrated the impact of their leadership throughout California. Concurrently principals at the school level, special education and/or SELPA Directors at the central office level, and the State Director of Special Education are integral to every aspect of systems change that results in quality inclusive instruction which is supported by ongoing personnel development, differentiated instruction, standards-based curriculum and accountability for each of these components. These are the leaders who bring their communities with them in the design of innovative policies and practices, and support them in their implementation. As Fisher, et al. (1996) noted "Although written policies alone cannot change the behavior and attitudes of some educators about inclusion, policies that presume that students with disabilities are included in the overall system and reform, will make it easier to include individual students in the future" (p. 9).

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APPENDIX A: PROJECT PRODUCTS

Key: (1) = Attached to this report
(2) = Please see published document/book
(3) = Additional copies in reproduction now

California Confederation on Inclusive Education (1996). Project brochure. (Hard copy and website: www.interwork.sdsu.edu/projects/ccie.) San Diego State University: Author. (1)

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THE SPECIAL EDGE

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COLLABORATION

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Special Insert: LRE White Paper

Using LRE Supports and Services

For Improved Results for Students with Disabilities

By Judy Schrag, Ed.D.

The term *least restrictive environment* (LRE) has undergone a continued evolution in meaning and practice over the past 30 years. In 1975, LRE was included within Public Law 94-142 to require that students with and without disabilities be educated together to the greatest extent possible. During this period, many students with disabilities were being excluded from school; the LRE concept was intended to provide physical access. The federal regulations defined LRE as a placement within a continuum of options, or places to send students, to receive special education and related services.

Various early writers depicted LRE options as a cascade of placements ranging from most restrictive (e.g., special schools, out-of-district placements, and home-hospital placements) to least restrictive (general education, resource rooms, and part-time special education placements).

The emphasis on physical access shifted in the 1980s, when LRE was thought of in terms of integration and mainstreaming. This focus changed understandings from the guarantee of physical access to the schools to that of program access. The concept of LRE further evolved during the latter 1980s and 1990s, with an emphasis on expanded access for students with disabilities to general education classrooms and neighborhood schools through inclusion. During the middle to latter 1990s, access to the general curriculum crystallized as a priority. This evolution of LRE corresponded with the education reform priorities for higher expectations, state and district

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Collaboration: Five Core Messages

Developed by Colleen Shea Stump, Ph.D., San Francisco State University and the California Department of Education, Special Education Division

- All individuals bring expertise and talents to collaborative efforts: professional competence, cultural competence, communication skills, and conflict resolution skills.
- Sustainable collaborative efforts involve stakeholders who share a commitment to common goals and who work cooperatively as equal partners, clearly articulating the goals of their effort and making a commitment to following through with assigned responsibilities.
- Administrative support, time to collaborate, and ongoing professional development opportunities are integral components of successful collaborative efforts.
- Early intervention, data-informed decision-making, intensive academic intervention, and the use of the general education curriculum as the basis for making curricular and instructional decisions are central to effective collaborative efforts.
- Teaming among general education, special education, and service providers; communication; on-going dialogue among stakeholders; and the shared belief that all stakeholders are accountable for all learners are necessary for collaborative efforts to be sustainable.
- Collaborative efforts are developmental in nature and move through stages: (a) sharing information about the needs of students identified as having disabilities and found eligible for special education; (b) discussing adaptations and modifications; (c) providing supports in the classroom; (d) sharing instruction in the classroom; and (e) jointly providing instruction in the classroom.

For the complete text of the goals, go to the following website:
http://www.calstat.org/transitionmessages.html

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THE SPECIAL EDGE

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California Services for
CalSTAT
Technical Assistance and Training

Informing and supporting parents, educators, and other service providers on special education topics, with a focus on research-based practices, legislation, technical support, and current resources

LETTER FROM THE STATE DIRECTOR

Dr. Alice Parker, Director of the Special Education Division of the California Department of Education

Least Restrictive Environment (LRE) holds out a clear vision for children with disabilities and their families. We all must understand and advocate for this vision becoming one and the same for every child:

- — Living independently
- — Enjoying self determination
- — Making choices
- — Pursuing meaningful careers
- — Fully participating in the economic, political, social, cultural, and educational fabric of American society

IDEA (Individuals with Disabilities Education Act) tells us that each public agency shall ensure that, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled. In addition, it ensures that children with disabilities are only placed in special education classes or special schools, or anywhere else that is separate from the general education environment, if the nature or severity of the disability is such that it is impossible for that child to experience success in the general education classroom with the use of supplementary aids and services.

We must be sure that educational decisions for students with disabilities are based on assessments of their individual needs; that these assessments then help determine appropriate services and sets of services; and that there is accountability for these services within the educational system.

The special education system must be held to high standards of accountability. Only in this way can we improve results for students with disabilities. To support this effort, we must provide school personnel and families with the knowledge and skills they need to effectively assist students with disabilities in their efforts to attain their own high standards.

Since 1974, a focus on developing quality programs has resulted in just that—programs for every category of disability we can name. With the reauthorization of IDEA, renewed focus is squarely where it started and—I add my belief—where it always should have been: on improving educational outcomes for children with disabilities.

This is why, whenever we come together on behalf of a child with disabilities, we need to carry a picture of that child and his needs and her wishes and a clear vision of how they can be fulfilled and realized.

Finally, we must tell our children with disabilities the stories, today and every day, of our dreams and aspirations for them. We must let our principals, teachers, superintendents, and legislators know where our children are going and what star we want them to reach. Children with disabilities can achieve high standards, and they can fully participate in general education, if they are given specific and appropriate interventions. This is the promise of LRE. This promise must and can be achieved.

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Inclusive Schools That Work

"Community" Is What I Think Everyone Is Talking About

Integrating students with significant disabilities into general education is an effort driven by a civil rights argument: students with disabilities have the right to access general education contexts and curricula and to be fully integrated with schoolmates in those settings. In addition, numerous studies document the benefits of inclusive educational programs and practices for students with and without disabilities and their families. Finally, there is now available an ever-growing body of technology to support the administration, logistics, and curricular practices needed to accomplish full inclusion for students with severe disabilities.

Inclusive education is beginning to be viewed as part of a broader agenda to unify school resources and integrate programs in ways that benefit all students. While not yet common, it is not unheard of for schools to create a new model of service delivery that pools resources from existing categorical programs (e.g., special education, bilingual education, compensatory education, Title I, etc.) to provide services that benefit students not identified as eligible for those programs and to improve services to students who are.

Some of the common principles of reallocating resources include reducing the specialized pull-out programs to provide more individualized time for all students in heterogeneous groups; ensuring common planning time for staff; and revising descriptions of staff roles and work schedules to reflect educational goals for all students.

Thousand Oaks School, an elementary school in Berkeley, California, has made a concerted effort toward inclusion and all of the creative restructuring that it represents. This school has a unique history of collaboration, having started with its bilingual and general education programs. More recently, students with disabilities have been fully integrated into both bilingual and general education classrooms. Principal Kevin Wooldridge notes that "the mission for educational staff at our school is to unify our resources to promote the education and social development of all of our students." For Thousand Oaks, this is no small task: the population of the school is very ethnically diverse, 50 percent of the students qualify for free and reduced lunches, and 34 percent demonstrate limited English proficiency.

The teachers

Teachers are the driving force behind the unification of the general, bilingual, and special education programs. They have molded and continue to maintain the integrated education that supports students across the differences of culture, language, and ability. One teacher noted that "everybody in this has a pretty good sense of the community in the school . . . The struggle is against the sort of separating out of different groups of children, and the pressure from all of us is to create community rather than separating . . ."

The inclusion support teacher and the classroom teachers share the responsibility of educating all students in the classroom, working together to develop needed curricular adaptations and social supports, and implementing a social curriculum along with conflict-resolution procedures. Teachers communicate with each other, share ideas, and meld their expertise to create a classroom community that offers integrated activities, heterogeneous groupings, and cross-cultural and mixed language contexts for instruction. As one teacher explained: "We brought our best and shared it, and we packaged it and [made] it work for our kids. . . . We take the best of each other." And a parent noted that teachers "make these things work . . . actually making it appear not only to the kids, but to the parents [as well], that it is one program."

The presence in the classrooms of the inclusion teachers as teachers for all students was a key element in the unification of the special education and bilingual or regular education programs. As one teacher comments, "I think one of the strengths [the inclusion support teacher] brings to her position is not only her willingness, but a natural approach to looking at what works for . . . the class as a whole . . . I think she sees her job as helping to create success in the classroom, and not for one student, but for all students."

"The struggle is . . . to create community"

The teachers find themselves constantly asking how to organize students in small groups while having the full inclusion children be challenged along with everyone else; and how to set things up so that everyone still has a way to help each other and work together. Teachers are convinced that it is responding to these very questions—the fact that there is so much peer tutoring and cooperative learning—that keeps the kids together and gives them a positive group identity, regardless of their abilities or their first language.

Teachers also express their commitment to the social aspects of the school and classroom and to conflict resolution. "It's a huge part of what we do," one teacher noted. "It's just the reality of being teachers [now]: conflict resolution and talking it out."

Community, continued, page 4

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Community

continued from page 3

The role of principals

As principal, Kevin Wooldridge supported, advocated for, and sought out the resources necessary to create a school community. He gave teachers both the mandate and the freedom to unify programs.

His associates see him as someone who is grounded in day-to-day classroom practice. One teacher described him as knowing the "kids as individuals; so in making decisions about the school, he has firsthand knowledge of what he's making a decision about."

Wooldridge is also viewed as a leader, with justification. He actively supports the unification of programs by ensuring a continuing and open discussion of the faculty's vision for creating this community. And he ensures that changes are made by consensus, not fiat. As one teacher commented, "I think it's been more than just leadership—it's really been [the principal] believing that things can happen." He provides a forum for developing ideas and building consensus. As one parent stated, the principal created a "flexible, open, comfortable environment for his teachers." This made possible the positive relationships between him and the teachers.

Support from parents

Parents were a powerful force behind establishing inclusive education at Thousand Oaks. They were partners with teachers, with the principal, and with other community members in designing the programs. At various school meetings and functions, as classroom volunteers, and consistently at home, they volunteered their positive attitude toward the integration of students across ability difference, culture, and language. According to the principal, "parents are the reason the inclusion program started here." In fact, one teacher reports that the parents of general education students were ready to go to the district to protest the suggestion that some boys with disabilities would not be able to move on to the middle school with their classmates. These parents believed that separating these boys from their classmates was "ridiculous."

The unified results

The staff and parents at Thousand Oaks wanted a united community, one where students, teachers, principals, family members, and staff all experience a sense of belonging and a feeling of being safe and of sharing responsibility for the education of all students. It seems that's what they got. One teacher observed that "people just embrace kids; there's just a lot of love and affection, and that is really a huge key to the whole thing." A parent stated that "It's like a family," and another noted that her son with disabilities "was just part of it. He grew with them, and he was always accepted."

Mutual encouragement

Teachers actively support each other, as well as the students. They share the responsibility for educating their diverse classes by willingly teaming, collaborating, trusting, and sharing with each other.

High expectations for the successful academic and social participation of all students are held not only by teachers, but also by students for their classmates. One teacher has "seen the incredible growth in the full inclusion students—socially, emotionally, and academically—from what they were predicted to be able to do to what they actually could do when they were put in a situation where they had to

Collaboration at Whittier High School

By Mary Falvey

Ricardo is a sophomore at his local high school and has qualified for special education services for four of the years he has spent in school in the United States. He lives at home with his older sister, mother, and stepfather. The family moved to Southern California from Mexico when Ricardo was eight years old. He has Down Syndrome and, by some people's standards, he has a severe disability.

Ricardo has good social skills and is able to initiate positive interactions with others using some verbal and mostly nonverbal skills. He has some skills in using and understanding both English and Spanish. He has difficulty learning when being lectured to. When reading and writing are the only forms of instruction, he also struggles to participate. At this time Ricardo is fully included at his neighborhood high school. His family is determined that he participate in school activities, both academic and social, and be provided with the supports he needs.

Ricardo is taking a math, science, English, world history, physical education, and study skills class. He receives support in all his classes from a support teacher (formerly known as a special education teacher) or from a paraprofessional from the special education department who works collaboratively with the classroom teacher. Ricardo is given materials on tape or video, highlighted materials from his textbooks, and computer-assisted instruction in order for him to understand the major content. In math, for example, he is provided with a calculator, a laminated copy of the formulas used, real life examples of when and how to use the math skills, hands-on manipulatives, and a multiplication chart to assist his meaningful participation.

Ricardo is an active member of all of his classes, and he benefits from the accommodations and adaptations created collaboratively by his support teachers, paraprofessionals, and classroom teachers. He also benefits from the use of differentiated instructional procedures used by all his classroom teachers who share the disposition that all students can and should be learning meaningful, age-appropriate core curriculum in ways that make sense to them.

Ricardo attends Whittier High School (WHS), a large school located in east Los Angeles County. The school is using the Coalition of Essential Schools common principles in order to create a collaborative spirit and opportunity. The Coalition of Essential Schools is founded on the principle that the educational community must develop personalized and meaningful learning experiences so that all students can succeed.

Eliminating the "special education teacher" label was considered critical to changing the perception that only specialists can work with students with disabilities. Thus, the high school selected the term "support teacher" to

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because the other kids just sort of expected them to."

Barriers

Limited financial resources are seen as a major barrier to school reform efforts to unify systems. The resources that are critical to supporting staff development, team planning meetings, and the individualized supports and adaptations so central to the success of inclusive efforts are too often simply not available. One of the inclusion teachers said, "I always feel like I can't give enough of what I want to give, whether it's time or information or training." Collaborative planning, the backbone of unifying educational programs, is, as another teacher stated, "pretty much done on everyone's own free time." There are few resources for regularly scheduled meetings to plan cooperative teaching or collaborative small-group instruction, to conduct joint assessments, to develop academic adaptations, and to identify positive behavioral support strategies for students with challenging behaviors.

The consensus among the staff is that students "need more support time... more services; and at the same time, kids who are technically general education students have tremendous needs and don't get any level of support."

Another significant challenge sited by a staff member has to do with lack of vision at their district level. Funding sources don't "quite know how [inclusive education] looks. They don't understand all these experiences we've had; so... they don't have a full understanding or vision of... inclusion."

Benefits

To those parents and staff members involved, the academic and social benefits of unifying programs and integrating students and staff members are clear. Students learn to accept the cultural, language, and ability differences among their schoolmates; and they develop positive, personal connections that cut through those differences. As one teacher commented, "Students assume that their friends can be everybody and anybody." Teachers and parents describe how students in inclusive classrooms learn to work together to plan and complete interactive educational tasks, despite the fact that members of the group present widely varying levels of academic ability, represent different cultures, or speak different languages.

According to the staff, the academic growth of the students with disabilities "has been tremendous." But there is also discussion of the academic benefits for other students when they have additional special education staff in the classroom who are providing small-group and individualized instruction and assisting in the development of academic adaptations for all students who need them. One parent commented that "a lot of [general education] kids really benefited from the smaller group or the one-to-one interaction that they would get working with the full inclusion child and the aide." Parents and teachers also point out that the students who were struggling academically appeared to master educational content by teaching other students during "buddy" activities (i.e., assigning students as partners across ability and age levels). In addition, being a member of an inclusive classroom promoted feelings of competency and self-esteem for both the students with and those without disabilities. One unforeseen advantage, according to a parent, is that "each person, regardless of

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identify staff who, in collaboration with classroom teachers, supported and coordinated services for students eligible for special education. These support teachers take on a variety of collaborative roles with classroom teachers: they co-teach or team teach with content area teachers within heterogeneous classrooms; and they function as a support to all students, not just those who qualify for special education services.

The all-to-frequent method of organizing students in secondary programs, referred to as tracking, has been intentionally decreased at this high school. What was called the "basic" track, the track identified for the students who were the least successful, has been eliminated entirely. All students, including those with disabilities, are now required to enroll, participate, and learn in core college preparatory courses throughout their high school years.

Support teachers quickly realized that their old way of matching students and special education support was clearly categorical (e.g., students with learning disabilities were assigned to teachers labeled Resource Specialist teacher; students with more significant disabilities were assigned to Special Education Day Class teachers and rooms). In schools where inclusion is occurring, teachers might have two or three special educators interacting with them in their class to support students with various labels. This was an inefficient and confusing use of the special educator's time and expertise. As a result, WHS moved to a non-categorical system of support for students, in which each support teacher is assigned to classroom teachers and provides whatever support the students need to be successful in those core curriculum classes. Each support teacher works with a heterogeneous caseload of students consisting of those who qualify for Severely Handicapped (SH), Learning Handicapped (LH), or Resource (RSP) services.

Since all students are enrolled in core curriculum classes, this is where support is needed and provided. The additional support benefits not only those students identified as needing specialized services, but many other students as well who do not qualify for specialized services, but who experience their own unique challenges in learning. The amount and type of collaboration and in-class support provided is determined by the IEP/ITP (Individualized Education Program/ Individualized Transition Program) team, which includes the student and his/her family.

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Sizer, T. R. (1992). *Horace's School: Redesigning the American High School.* Boston: Houghton Mifflin.

To visit the website for the Coalition of Essential Schools, go to http://www.essentialschools.org/

The Connections Training Project

Promoting Developmentally Appropriate Inclusive Settings for Preschoolers

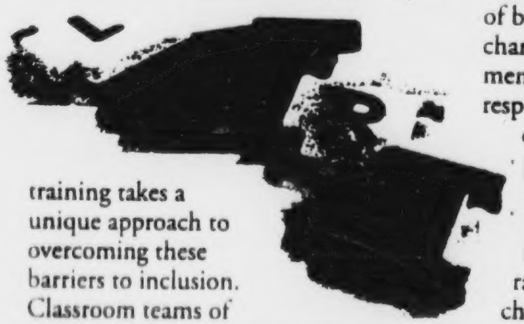
By Helen Walka, Ph.D. California Institute on Human Services, Sonoma State University

The evidence is clear: preschoolers with disabilities benefit from inclusion in programs for typically developing children. Inclusion leads to increased social competence, higher level play behavior, and improved engagement in learning. Increased exposure to rich language experiences during a critical period of language and preliteracy development constitutes a particular benefit.

But just being present in programs for typically developing preschoolers is not enough. The intent of IDEA (Individuals with Disabilities Education Act) is that children with disabilities be placed in the least restrictive environments so that they can participate in the "core curriculum," that is, the goals and activities for typically developing children. This means not only that a preschooler with disabilities should attend a community preschool with other children his or her age, but that the child should also be an active participant there. For example, the school would design art activities so that all children could access paints, paper, and brushes in a variety of sizes that allow all children to hold them.

Facilitating active participation by preschoolers with disabilities in learning environments across California is the aim of the Connections Project: Learning Communities for All Children. This model of inservice training and organizational development, funded by the California Department of Education, Special Education Division, promotes developmentally appropriate inclusive classroom practices and collaborative, teaming strategies across teaching staff for all children. The long-term goal of this cross training is to foster the availability of lasting opportunities for high quality, early childhood services for young children with disabilities in the least restrictive environment.

Not all preschool educators are comfortable with or excited about inclusive and collaborative preschool settings. The developers of the project knew they had to plan the training to overcome various barriers, which include differing philosophies and backgrounds among staff about education in general and inclusion in particular, and lack of administrative support. Not surprisingly, the attitudes of the professionals responsible for working together to offer and maintain inclusive settings directly affects the potential for success of those programs. Both teachers and administrators can "say the right things" about inclusion, but privately feel that "it will not work."



The Connections Project training takes a unique approach to overcoming these barriers to inclusion. Classroom teams of teachers and parents from different kinds of preschool settings (state, special education, community-based, Head Start, and private) attend the training together. One major strand of content focuses on teaming strategies and learning to understand the beliefs and practices of other team members. Not only are administrators involved in the training, but they also attend seminars with other administrators. Nine days of training are then followed by six days of site visits, all designed to help the teams successfully implement the training material at their preschools.

One of the most important components of the Connections training, however, is its emphasis on building developmentally appropriate practices that promote active learning for all children. Early childhood teachers and administrators learn several aspects critical for the success of preschool inclusion efforts:

- A common understanding and knowledge of strategies of developmentally inclusive practices
- The ability to implement quality classroom environments that promote active learning
- The ability to evaluate and plan daily routines in a child-centered framework
- Strategies that promote problem-solving skills, higher levels of thinking, preliteracy, premath, and science skills in young children

Three years of data gathered on the effects of these training efforts show that they are working in the ways intended. The attitudes and practices of both teachers and administrators are changing, especially in the development of greater feelings of shared responsibilities for children with disabilities. The most concrete proof of success is from third-party observers who visit the classroom before and after the training: they rate the classrooms higher on a rating scale of quality early childhood environments. Evaluation staff report an increase in the number of both children with and without disabilities who are *engaged* while in the classroom, interacting in a developmentally and contextually appropriate manner with the social and nonsocial environment. This last result is most encouraging and most captures the intent of the Connections training.

Attitudes, habits, and abilities begin to form very early in life. Those first, formal experiences of school can benefit all children, leaving them with the belief that learning is exciting and fun, community means diversity, and humans are all different in wonderful and challenging ways. It is the intent of programs like the Connections Project to support these outcomes.

To find out more about the Connections Project Training, go online at **http://www.sonoma.edu/cihs/connect.html**; email: cindy.menghini@sonoma.edu; or phone 707/664-3218.

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Summer Institutes for Inclusive School Teams

Professional Development That Works

By Ann T. Halvorsen Ed.D., Professor, CSU Hayward, Director CLEAR Project

Beginning in 1988, 75–100 people from schools statewide gathered each summer for intensive institutes entitled *School Site Team Collaboration for Inclusive Education.* Initially under the umbrella of the California Department of Education's (CDE) Special Education Innovation Institutes, these team workshops were designed, led, and sponsored by a series of federally funded systems change projects, starting with PEERS (Providing Education for Everyone in Regular Schools) and most recently with the California Confederation on Inclusive Education. Presenters have included school personnel, parents, and students from urban, rural, and suburban districts experienced with inclusive services.

These highly interactive, skill-building experiences utilized research-based professional development practices, adult learning principles, and the work of effective inclusive schools. Site-level teams of general and special education teachers, principals, parents, paraprofessionals, and related services/support staff worked together to assess their own needs and obtain specific strategies to facilitate inclusive services: the provision of specialized support to students with IEPs (Individualized Education Programs) within general education.

Here, as in the institutes, it is critical to define inclusive education, which means that "... students with disabilities are supported in chronologically age-appropriate general education classes in their home schools, and receive the specialized instruction delineated by their IEPs, within the context of the core curriculum and general class activities... students are full members of the general education class and do not belong to any other specialized environment based on characteristics of their disability." (Halvorsen & Neary, 2001,1).

These institutes contained a range of activities designed to assist teams with essential planning, curricular, and instructional processes through which student priorities are addressed with the level and range of supplementary aids and services needed to support their progress.

Two primary themes directed these activities: effective *differentiated instruction for all students,* and *resource structuring to support best practices.* These practices include teaming; multi-level, standards-based instructional design and modifications; collaborative and active learning with co-teaching and peer supports; positive classroom climate; and innovative service delivery or staffing approaches. These institutes provided valuable first steps and problem-solving strategies to core groups from each school, empowering teams from Lassen to San Diego with skills to support each other back home.

> *"Good professional development has [changed] in favor of job-embedded forms."*

As the next step in the process, Leadership Institutes for experienced inclusive schools were initiated in 1999, with support from the CDE LRE (Least Restrictive Environment) Resources Project. McGregor, Halvorsen, Fisher, Pumpian, Bhaerman, and Salisbury (1998) note that good professional development has moved away from "sit and get" inservice in favor of job-embedded forms, such as participation in curricular planning or school reform groups, or coaching relationships among colleagues. Job-embedded development requires an ongoing relationship among the players involved within their working context.

Collaboration and Leadership Institutes brought teams of people together to facilitate opportunities for shared experiences. These opportunities capitalized on the peer-to-peer relationships in order to build and sustain change and innovations back at the school site. Components of the Leadership Institutes included team processes, planning, and problem-solving strategies; needs assessment; resource restructuring; school portrait development; the use of coaching, facilitation skills, and other forms of personnel development to support change; and networking.

Teaming proved to be key to the institutes' success, with teams of presenters including student peer teams and partners from innovative schools, along with the participant teams. Effective teaming was also extended by linking potential leadership schools with other experienced inclusive schools throughout the state to encourage their exchange of information, products, resources, and ideas to enhance the practices of each other. The goal of the CDE and these projects was to develop and support a network of schools with leadership teams that had the capacity to mentor newly inclusive school partners, and to build a bank of "practitioners-in-place" who are interested in working with schools and districts in their regions.

Time, the commodity we seem to lack most in today's schools, is the remaining critical ingredient to the success of any professional development effort. The value of time was even more apparent to teams involved in these institutes once they had experienced the luxury of working together. This realization led some schools to explore new ways to embed common collaborative periods within the school week.

Creative strategies are needed for our diverse schools to implement inclusive education, and summer institutes are

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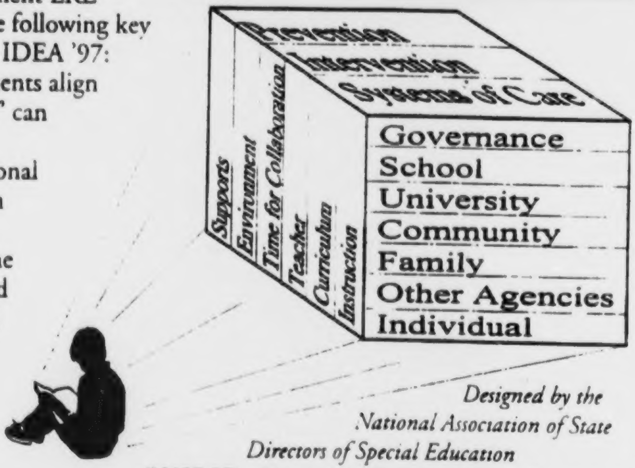
standards, and improved teaching and learning for all students.

It is within this construct of curriculum access and improving teaching and learning that LRE considerations must be made. This shift was made within the *1997 Amendments to the Individuals with Disabilities Education Act (IDEA '97)*, which defines special education not as a place, but rather as those supports and services that help students access the general curriculum and address the unique needs caused by a disability.

Educators within California and other states must implement LRE within the context of the following key changes incorporated in IDEA '97:

- Educational improvements align with IDEA so that "all" can mean "all" students.
- State and local educational improvements focus on higher expectations, meaningful access to the general curriculum, and improved teaching and learning.
- State performance goals for children with disabilities are developed and monitored: these goals address key indicators of success and provide accountability for change.
- Children with disabilities are included within general state and district-wide assessment, with or without accommodations, or through alternate assessment.
- The emphasis on coordinated services planning expands the IEP team to include other agency partners, thus expanding the continuum of LRE programs and options.
- Parents are integral partners in their child's education; they provide functional information as a part of the evaluation process, are involved in making all decisions for their child, and receive regular reporting of their child's educational program.
- Parents and teachers are given training and staff development based on effective research and practice so that they have the knowledge and training to effectively support student learning with various LRE supports.
- Early interventions are strengthened to help ensure that every child starts school ready to learn, and supports are available to students as soon as they need them.

The above provisions help frame our concept of LRE, allowing it to go beyond physical access, program access, and placement. LRE is the array of services, accommodations, and supports needed to help students access and benefit from the general curriculum, taking into consideration each child's needs and abilities.



Designed by the National Association of State Directors of Special Education (NASDSE), this graphic illustrates special education as not a place, but a dynamic, coordinated set of services that involves many agencies, in addition to the schools.

In 1998, participants in "Continuum Revisited," sponsored by the National Association of State Directors of Special Education, proposed the following vision for LRE:

- An array of community, school, and cross-age supports and services, beginning with early intervention and early assistance and including intensive supports for students with complex, inter-agency needs
- Non-linear supports—to represent fluid, flexible, dynamic, responsive, and changing support, depending on the needs of the students
- Child- and family-centered—recognizing the totality of the child
- Staffed by trained teacher/providers and qualified leaders
- Integrated with the community (e.g., multi-agency services)
- Focused on improving teaching and learning within the context of the general curriculum, high expectations, and state and local standards
- Based on a renewed, collaborative approach in partnership with parents
- Incorporating research-based knowledge and best practices
- Providing appropriate training and other support for teachers, including time to plan with other teachers and agency partners

The participants in this forum articulated LRE options as a seamless and integrated system of support for the child.

This reinforced previous work I facilitated as a Senior Scholar of the Council for Exceptional Children. In 1997, representatives from a number of national associations concluded that the following features characterize schools that are implementing LRE mandates.

- *A sense of community*
  There is a vision that all staff and children belong, everyone is accepted, and all are supported by peers and the adults in the school.
- *Visionary leadership*
  The administration is actively involved and shares responsibility with the entire school staff in planning and carrying out the strategies that make the school successful.
- *High standards*
  All children meet high levels of educational outcomes and high standards of performance that are appropriate to their ability.
- *Collaboration and cooperation*
  Students and staff support one another with such strategies as peer tutoring, buddy systems, cooperative learning, team teaching, co-teaching, student assistance teams, and other collaborative arrangements.
- *Changing roles and responsibilities*
  Teachers lecture less and assist more, school psychologists work more closely with teachers in the classroom, and every person in the building is an active participant in the learning process.

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THE SPECIAL EDGE SUPPLEMENT

Least Restrictive Environment (LRE)

In 1997, Congress reaffirmed its commitment to the provisions of an equal educational opportunity for all students, including those with disabilities. Specifically, changes were made in the provisions of the *Individuals with Disabilities Education Act* (IDEA) addressing issues of educating students with disabilities in the least restrictive environment (LRE).

Over the past several years, there have been a number of efforts throughout California to emphasize and prioritize general education and other LRE placements, programs, and supports, as determined appropriate by Individualized Education Program (IEP) teams. In line with these efforts and in recognition of the new emphasis within IDEA '97, the commitment to LRE and equal educational opportunities for all students must be renewed, expanded, and enhanced. To that end, the California State Department of Education (CDE) has initiated a statewide *LRE Initiative* intended to build on and expand past and current LRE programs and supports.

The *1997 Amendments to the IDEA* provide a strong preference for educating students with disabilities in general education classes with appropriate aids and supports. In order to ensure programs and supports in the LRE, IEP teams must consider the extent to which the student will be able to participate in general education and what range of supplemental aids and services would facilitate the student's placement and meaningful participation and learning in that environment. If the IEP team determines that such services are necessary, then those services must be delineated in the student's IEP and provided to the student. Such supports may include, but are not limited to, Braille instruction, positive behavioral interventions, communication aids, assistive technology devices and services, language supports, related services, curricular modifications or adaptations, and classroom assistant support.

If it is determined that a student with disabilities cannot be educated satisfactorily in the general education classroom, even for some portion of the school day, then the student's IEP team must provide the specific rationale for this on the IEP, and select the appropriate option in the array of alternative placements that best meets the student's needs. Whatever placement and program is determined appropriate for the student within the IEP process, opportunities must be maximized for the student to interact with nondisabled peers, to the greatest extent appropriate. Discussions by the team should continue regarding transition to less restrictive settings within the continuum of options.

In addition to the issues of services and placement previously mentioned, there are other LRE-related elements. All students with disabilities, regardless of placement or program, must have access to the general education curriculum and to district and state assessments. All students, including those with disabilities, must be held to high expectations, according to state and district standards of performance, as delineated in

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their IEPs. If the IEP team determines that the student cannot participate in the district and/or state assessments even with accommodation(s), the student must participate in the state alternative assessment program. Students with disabilities must also have access to nonacademic and extracurricular services and activities, including meals, recess periods, and other services. The IEP must contain the supplementary aids and services needed by special and general education teachers and others to ensure that education in the LRE is provided and that the student can meaningfully participate in the general curriculum.

As stated earlier, the *LRE Initiative* will utilize and/or build on past efforts to provide information, training, and assistance to support the implementation of LRE in California.

Current Efforts in Support of the LRE Initiative

- LRE Resources Project funded by CDE to provide resources on implementation of inclusive options. Development of materials, in collaboration with the California Confederation on Inclusive Education (e.g., video and manual entitled, *Paraprofessional's Role in the Inclusive Classroom, Restructuring for All the Kids* video; and *Starter Kit*). Contact Dona Meinders; email: dmeinde@wested.org; phone: 916/ 492-4013.
- LRE task force funded by CDE that developed training materials and manuals. Contact Dona Meinders; email: dmeinde@wested.org; phone: 916/ 492-4013.
- Summer Institutes in northern California *(Leadership for Inclusive Schools)* and southern California (*School Site Team Collaboration for Inclusive Education*, and a three-day conference on developing inclusive practices). Contact Dona Meinders; email: dmeinde@wested.org; phone: 916/ 492-4013.
- California Confederation on Inclusive Education (five-year federally-funded systems change project) that has provided technical assistance for school districts in coordination with the CDE to develop and maintain inclusive practices. Northern California contact: Ann Halvorsen; email: ahalvors@aeon.csuhayward.edu; phone: 510/ 885-3087. Southern California contact: Ian Pumpian; email ipumpian@mail.sdsu.edu; phone: 619/ 594-7179. Website: **http://interwork.sdsu.edu/projects/ccie/**
- CDE-funded activities through the Comprehensive System of Personnel Development (CSPD), with the CalSTAT project providing training and technical assistance in the area of LRE/collaboration. Contact Tonia Sassi at CalSTAT: 707/ 206-0533, ext. 105. Website: http://www.calstat.org
- The California State Improvement Grant (SIG) funds CalSTAT to support and develop partnerships with schools and families by providing training, technical assistance, and resources to both special and general education. The grant focuses, in part, on LRE/collaboration. Contact Tonia Sassi at CalSTAT: 707/ 206-0533, ext. 105. Website: http://www.calstat.org
- Supporting Early Education Delivery System (SEEDS) project with model sites and consultants for providing assistance to early childhood special education programs. Phone SEEDS at 916/ 228-2379.
- Special Education Early Childhood Administrators Project (SEECAP) Leadership training symposia for early childhood special education administrators. Contact Kathleen Finn-Rashid; email: kfinn@sdcoe.k12.ca.us; phone: 760/ 736-6310.

Past Efforts in Support of the LRE Initiative

- *Providing Education for Everyone in Regular Schools* (PEERS) Project, a statewide systems change project (1987–92) and the *PEERS Outreach Project* (1992–95), which facilitated district initiation of integrated and inclusive options for students formerly in segregated settings.
- Research, Development, and Demonstration Project (RD&D) funded by CDE (1992–1997) to develop a collaborative relationship between the CDE, institutions of higher education, and school districts aimed at a change process for improving results for students with disabilities. This project developed products such as *Best Practices for Inclusive Education, Best Practices Manual, Inclusive Education for Young Children*, and *Research on Assessment Practices for Young Children*.
- Institutions of higher education (IHE) innovative projects initiated at the state, regional, and local level implementing LRE.

It is essential that the state, districts, and schools continually assess LRE practices and make changes, as needed, in light of the recently adopted *IDEA Amendments of 1997*. To facilitate these efforts, three self-assessment tools have been developed by a Design Team for use at the state, district, and school levels in determining the current implementation of LRE, as well as those LRE elements that need further improvement. These self-assessment tools are based on the assumption that the state, districts, and schools have responded to the federal and state LRE requirements, but that further enhancements are needed.

The newly developed state, district, and school self-assessment tools acknowledge the following critical components to effective LRE implementation:

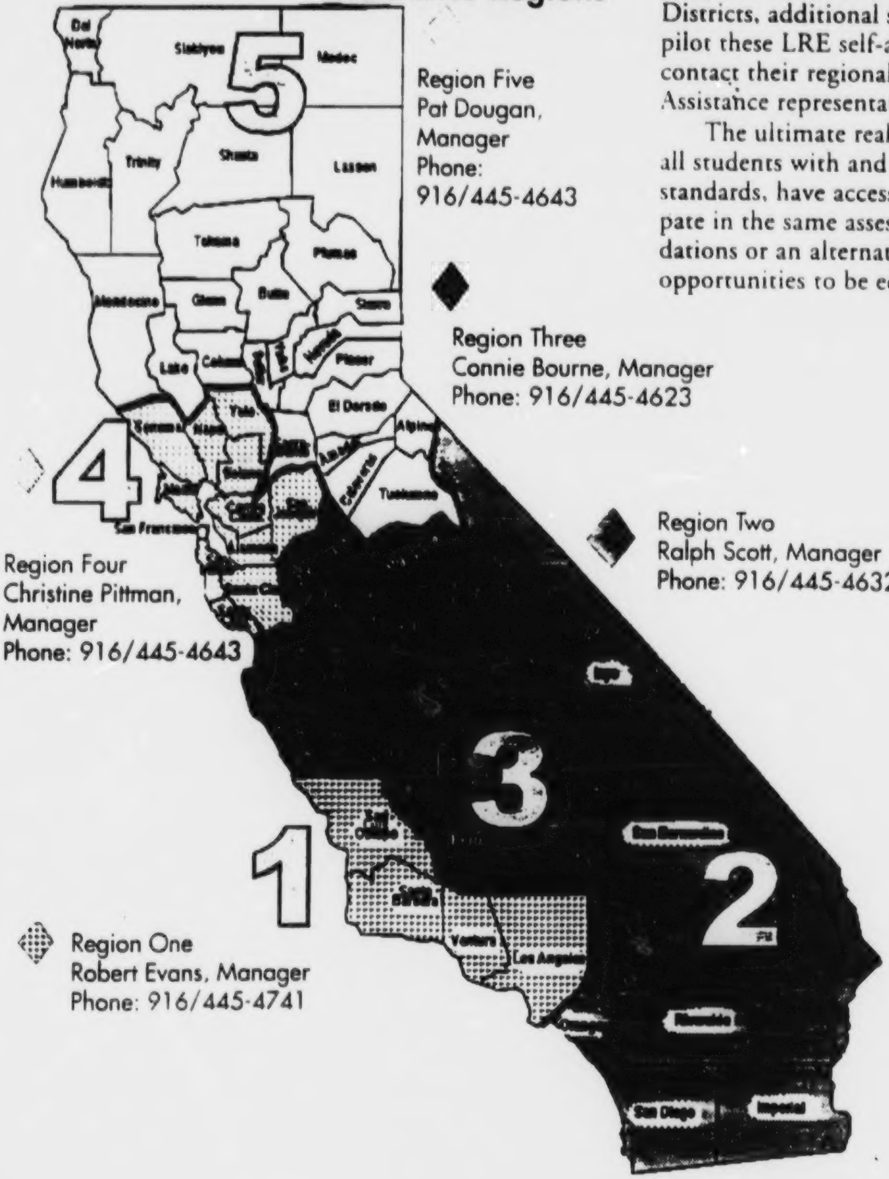
- School, district, and state vision
- Polices and procedures that support LRE
- Array of LRE services and strategies that are based on research-based and effective practices
- Staff accountability
- Teamwork across all staff and with parents
- Qualified and trained staff

These self-assessment tools will be piloted in Facilitated Review Districts and a sample of Verification Review Districts on a voluntary basis during the 2001–2002 school year. Based on information gathered during the pilot phases, these tools will be modified for broader use throughout the State. Data gathered during the pilot period will be used to carefully assess whether they are sufficient to reflect the needs of the range of students with disabilities. Even though the pilot will focus on a sample of Facilitated Review and Verification Review Districts, additional schools or school districts wishing to pilot these LRE self-assessment tools are encouraged to contact their regional Focused Monitoring and Technical Assistance representative. (See the map on the left.)

The ultimate realization of the intent of LRE is that all students with and without disabilities be held to high standards, have access to the general curriculum, participate in the same assessment (with or without accommodations or an alternate assessment), and be provided opportunities to be educated together—according to individual student IEPs. To make the necessary changes for full implementation of state and federal LRE provisions, improvement practices must be research-based and effectively implemented based on the results of self-reflection and assessment at the state, district, and school levels.

To support the implementation of effective LRE practices in districts and schools, the CDE, Special Education Division, will be providing technical assistance and support through the LRE Resources Project at WestED (see "Current Efforts," page 2). Research-based and effective LRE strategies are also being identified and disseminated through the Preferred Practices Workgroup at CDE. With the combined resources and commitment of the educational community, the promise of LRE will become a full reality within the State of California.

Focused Monitoring and Technical Assistance Regions



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Robert Evans, Manager
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ADDITIONAL LRE RESOURCES

LRE VIDEO

Restructuring Schools for All the Kids

This twenty-minute video highlights the efforts of two California schools (one elementary and one high school) to restructure their general, special, and bilingual education programs to create a collaborative model of providing support for all students within the general education classroom. The video describes key components of restructuring efforts and discusses how they were accomplished for various levels of implementation: administrative, general education, special education, paraprofessional, and parent.

To request a copy of the video, contact the LRE Resources Project;
email: dmeinde@wested.org;
or phone: 916/ 492-4013.

ONLINE RESOURCES

http://www.circleofinclusion.org/
The Circle of Inclusion website, designed for early childhood service providers and families of young children, offers information about the effective practices of inclusive educational programs for children from birth through age eight, including guidelines, staffing models, and a preschool inclusion manual.

http://www.essentialschools.org/aboutus/phil/10cps/10cps.html
The website of the Coalition of Essential Schools lists its ten principles, in addition to resources, descriptions of model schools, and a field book filled with information on leadership, school design, and classroom practice.

http://www.asri.edu/CFSP/brochure/curricib.htm
The Consortium on Inclusive Schooling Practices features the article "Curriculum and Its Impact on Inclusion and the Achievement of Students with Disabilities," by Cheryl M. Jorgensen.

http://www.fpg.unc.edu/~ecrii/
The Early Childhood Research Institute on Inclusion website helps to identify what facilitates and presents barriers to the inclusion of disabled young children with typically developing peers.

http://www.nectas.unc.edu/inclusion/default.html
The National Early Childhood Technical Assistance System website offers information on legislation, research, collaborative activities, funding, and effective practices in including young children with disabilities in their communities.

http://www.newhorizons.org/spneeds_ericburn.html
"Including Students with Disabilities in General Education Classrooms: From Policy to Practice," by Jane Burnette, discusses the provisions of the Individuals with Disabilities Education Act related to including children with disabilities in general education classes. The article identifies trends that affect inclusive practices, describes the research base for strategies and techniques that support inclusion, and offers profiles of inclusive schools.

http://www.newhorizons.org/spneeds_info.html
Inclusive Learning Environments for Students with Special Needs offers a wealth of information on inclusion. The site addresses issues specific to parents and offers information on the law, sources of research, and information on early childhood. Also find here the MESH (Making Effective Schools Happen for All Students) Manual, a useful and descriptive source of information for creating an inclusive school, organized around key components: model schools themselves; the change process; teamwork; building community; and individual student planning.

http://www.uni.edu/coe/inclusion/index.html
This website, created by The Renaissance Group, is devoted to the topic of inclusion and offers a wealth of information, complete with teaching strategies and competencies; tips for preparing students, parents, and administrators for inclusion; legal requirements; and more.

http://www.pai-ca.org/pubs/504701.htm
This site offers the chapter of *Special Education Rights and Responsibilities* titled "Information on Least Restrictive Environment," written by the Community Alliance for Special Education (CASE) and Protection and Advocacy (PAI). It offers a comprehensive treatment of the subject, organized around the most critical questions.

http://www.nichcy.org/pubs/otherpub/doelre.htm
A useful question-and-answer page from the United States Department of Education, Office of Special Education and Rehabilitation Services, on LRE as defined by the Individuals with Disabilities Education Act.

http://www.teachervision.com/lesson-plans/lesson-2941.phtml
This online article describes collaboration between general education and special education teachers. It identifies the various roles each teacher plays, discusses planning for effective collaboration, and describes the professional and student benefits of the effort.

Clearing the Air

Effective Reading Instruction and LRE Issues

By Kevin Feldman, Ph.D., with staff

“Special Education is not a place.” Learning in the least restrictive environment (LRE), effective individualized instruction, and having access to the core curriculum used in general education classrooms: these are great promises of special education. In addition, they are rights mandated by the Individuals with Disabilities Education Act, and they make good sense. However, it is critical to understand that they may be realized in very different ways for different students.

Spending the entire day in a general education classroom is not necessarily the top priority for the majority of students in special education—kids with learning disabilities. For them, closing the literacy gap and improving social behavior are likely to be more important first steps toward the broader goal of accessing the general education curriculum.

Making the educational challenge even more interesting is the fact that learning to read is fundamentally a developmental task. There are predictable stages of ability and knowledge through which a student must progress—clear stages of acquisition over which instruction cannot jump, or the student will be lost. In order to navigate this sequence, these students need targeted, direct instruction together with age- and level-appropriate reading material in which to practice their emerging reading skills.

For example, if a fourteen-year-old student is reading at the third-grade level, placing him in a class that is studying *A Tale of Two Cities* and reading the book to him, or even giving it to him on a tape player, is not the most effective way to improve his independent reading skills. This is not to say a ninth-grade English class with appropriate accommodations is not a good idea; rather, we need to be clear that it is not a substitute for a reading class. Children learn what we teach. The only way to significantly improve the literacy skills of struggling readers is to provide targeted, direct instruction (e.g. decoding, fluency, comprehension strategies), coupled with massive amounts of engaging reading practice.

Educators must untangle issues about accessing the core curriculum from issues about intervention and remediation, and remember that our goal is to increase student achievement so that all students become literate and competent members of our society. Students with significant reading difficulties need an intervention curriculum that has been validated for the explicit purpose of accelerating literacy development. This is the promise of special education: an individualized instructional program based on assessed needs, with the children being taught at their particular level, so that any existing gap between their skills and learning and those of their grade-level peers is lessened. This includes accurate assessment to guide instruction, monitor progress, and otherwise address learning differences.

In the design of effective reading instruction. . .

for students with substantial difficulty, the location—where a student is taught—is not the primary concern. The primary concerns are to

(1) properly identify critical skills that students will need to learn;
(2) provide instruction and materials that will effectively address students' deficiencies; and
(3) schedule adequate time for instruction and practice.

With increased awareness of these three concerns, schools are developing effective schoolwide options for struggling readers, regardless of their labels.

— Adapted from *The California Reading Initiative: Critical Ideas Focusing on Meaningful Reform*

It is important to remember that where services are provided is not necessarily the most important thing. The central issue is what services are provided. In other words, to pull out or to push in is not the essential question, but rather, where can students be given targeted instruction based on their assessed needs? A pull-out program may be the best approach for assuring that this happens, particularly if it gives students the differentiated instruction necessary to close the gap between their lagging reading skills and those of their age-mates. Problems emerge when educators equate the “LRE mandate” and “full inclusion” with 100 percent time spent in the regular education classroom.

This is not to say that the issues in question—core curriculum access and least restrictive environment—are not important. But the essence of an IEP (Individualized Education Plan) is to establish and pursue the top priorities. Balancing the right to LRE and access to the core curriculum, while identifying and responding to the child's most critical needs, is the whole point of this plan. Documenting improvement and monitoring progress, also major goals of an IEP, are the best guides to ensuring that this happens.

The central question is whether or not the data collected on the student's performance suggests significant improvement in these areas. Are we closing the gap? If not, we must change the program, not blame the student!

In the preponderance of cases, it is not an “either/or” issue. Kids need as much access to the core curriculum as possible. But, for most students with learning disabilities, that access must be within the context of focused reading instruction. As educators, we must get beyond “either/or” thinking and realize that, for many students, the regular education curriculum may not be more

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Reading

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important than specifically targeted instruction that helps each child gain parity with his classmates. There exists the danger of taking a noble concept and subverting it. We cannot overlook or ignore individual literacy needs under the battle cry of LRE or full inclusion. A pull-out program, where the child is taught at his particular level, may be the least restrictive environment. And a general education classroom where a child cannot understand the discussion, or where she is not given the specific instruction she needs to improve her reading skills, may be the most restrictive. Ideally, schools would create seamless systems of support based on every student's assessed needs, and abandon the categorical medical model of traditional special education.

As educators, we must remember that learning is not about "where." Learning is about learning: about gaining knowledge and ability, with documented improvement. It is our educational and moral obligation to work together to create schools that truly work for all kinds of kids. It's that simple — and that hard.

Autism

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children. I went home and sat by the phone. I expected the school to call at any moment and say, "Please come and pick up your son." That never happened. Kevin's special education supports were in place and working.

Kevin stopped talking when he was two, but by the end of the kindergarten year he started saying, "Hi" and "No." He participated in the Christmas performance and his classmates learned sign language as one way to communicate with him. He progressed with his classmates each year through elementary school and is now in middle school. There have been challenges, to be sure, but our IEP team embraced my mission: successfully include Kevin so everyone benefits.

Not everyone always shared our vision and enthusiasm about including students with disabilities. At one school meeting with parents, educators, and administrators, including the superintendent and a representative from the Federal government's Office of Special Education, a mother stood up and proceeded to read a two-page account of why Kevin shouldn't be in school with her son or the other students because of how he could harm their education. However, a number of parents at that meeting staunchly defended inclusion as a civil right. The protesting mother and other nay-sayers did not dissuade us.

During our first year, a parent group was formed to share and disseminate information on inclusion to other families. We attended many conferences sponsored by CalTASH (California Association for Persons with Severe Disabilities) and National TASH, where we learned about strategies to promote our agenda. Support for Families of Children with Disabilities (SFCD) was also instrumental in spreading the word to families about inclusion. This wonderful organization holds forums for parents and educators.

Inclusion, by now, had become a vibrant issue in our district. The Inclusion Task Force had grown to include more parents, educators, and administrators, who together wrote a manual answering questions about inclusive education. Professional Development Days were also planned to address how to successfully include students with disabilities in the general education classrooms. We invited university professors such as Ann Halvorsen, Lori Goetz, Pam Hunt, and others, to help us in our efforts to create an effective, inclusive school community. Early on Dr. Halvorsen, through a federal grant, gave and continues to give our district her much needed technical expertise.

We have progressed from our first year, when we had four students with disabilities being included in general education classrooms. After eight years, we now have more than 400 students included at 44 schools, from grades kindergarten through twelve. Our general and special education staff continue to work together, including more students each year.

This year, Kevin is in the seventh grade in a middle school with over 1,200 students. He and his brother Kyle go to school together and are in different classes by choice. Kevin attends "Friendship Club" once a week and goes to the after-school learning center to do homework. He joins his peers in computer and art classes. At school, students call out to him, "Hi Kevin! Wassup Kevin? Hey Kevin!"

Kevin's friends, his non-disabled peers, attend his IEPs. It is a celebration IEP. This year those friends told us he is smart in math and his oral book reports have improved. But they also say he must listen to the teachers more. His friends noticed that Kevin was alone during lunch period, and are now asking if he wants to go watch the basketball game in the gym, or jump rope. They talk on the phone with him, which also helps improve his conversational skills—an IEP goal. If they notice students teasing him, they ask them to stop. They go together to the school dances and have volunteered to give Kevin dancing lessons. Kevin's peers write in his "Friends" notebook telling us how Kevin's day at school went, as well as theirs. I hope he will always have a "circle of friends."

Marcel Proust wrote, "The voyage of discovery is not in seeking new landscapes, but in having new eyes." This mother's new eyes are seeing her son with autism live and thrive in our world.

For more information

Visit the websites for TASH: http://www.TASH.org/ and CalTASH: http://www.caltash.gen.ca.us/

BEST COPY AVAILABLE

Including the Majority of Students

Educating Children with Mild to Moderate Disabilities

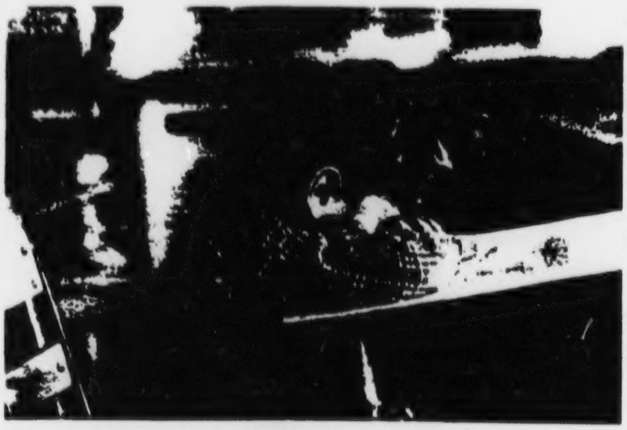
By Colleen Shea Stump, Ph.D., San Francisco State University

Determining the least restrictive environment (LRE) for students with mild to moderate disabilities (i.e., students with learning disabilities, emotional disturbance, and mild to moderate cognitive impairment) has been a focal point of educators and parents alike since the passage of Public Law 94-142. Today, the emphasis for LRE is often on inclusion: children receiving most, if not all, instruction in the general education classroom. As schools adopt inclusive models of instruction for students with mild to moderate disabilities, it is important to consider available research on the effectiveness of inclusive models of service delivery.

Achievement outcomes

Findings of studies investigating the impact of inclusive and other service delivery options on student achievement continue to differ, and at times, contrast with one another. In one of the most comprehensive investigations of inclusive practices involving students with mild to moderate disabilities, Zigmond et al., (1995) found that over 50 percent of these students did not make desired or adequate gains in reading when included in general education classrooms, even when extensive supports were provided. The authors concluded that the students received a very good general education, but not a special education.

In another comprehensive study, Klingner, Vaughn, Hughes, Schumm, and Elbaum (1998) investigated outcomes of students with learning disabilities (LD) included in general education classrooms. These students were all identified by teachers as "likely to benefit from inclusion." Although a majority of the students did make academic gains, those students with learning disabilities who began the academic year as poor readers failed to make gains in reading. The authors argue that this subgroup of students with learning disabilities did not benefit from the literature-based program provided in the general education classroom and that interventions ". . . were not developed specifically for students who have severe reading disabilities. As has been demonstrated before, students with severe reading problems seem to require specific, intensive reading instruction individually or in small groups if they are likely to make significant gains (p. 159)." The authors conclude ". . . that full-time placement in the general education classroom with in-class support from special education teachers is not sufficient to meet the needs of these students. They require combined services that include in-class support and daily, intensive, one-on-one instruction from highly trained personnel. This is an expensive proposition but it appears to be the only solution that will yield growth in reading for students with severe reading disabilities (p. 159)."



Benefits of inclusion

On the other hand, additional studies find that inclusion does bring about desired gains for students with learning disabilities, and report that the reading gains of students with LD who receive reading instruction in the general education classroom were similar to the gains made by low-achieving, general education students.

One recent study also questioned the efficacy of resource room programs, and revealed that within many of these programs, little instructional time was found to be devoted to teaching phoneme-grapheme relationships and decoding strategies or to teaching comprehension and reading strategies — areas identified as key to the development of literacy. The students in this study experienced no change in their standardized achievement scores in the area of comprehension.

Student perceptions

Students themselves have been surveyed concerning their perceptions of inclusive models. Vaughn and Klingner (1998) reviewed eight studies that investigated student's perceptions of resource room instruction and instruction in inclusive settings. These studies revealed five overall findings: (a) the majority of students with high incidence disabilities (i.e., learning disabilities) preferred to receive instruction in resource rooms as compared to push-in supports provided in inclusive classrooms; (b) students had positive attitudes towards the resource room because they received the help they needed in that setting; (c) students reported that the inclusive classrooms assisted them in forming friendships; (d) students valued the support that special education teachers provided in the inclusive classrooms and that in many situations, were not aware that the additional teacher in the classroom was a special education teacher; and (e) students were not aware of how it had been determined they were eligible for special education

Majority continued, page 12

LRE

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- *Array of services*
  An inclusive school offers an array of services, all coordinated with the educational staff and designed to meet the needs of learners experiencing various cognitive, physical, and/or emotional challenges.
- *Partnership with parents*
  Parents are embraced as equal and essential partners in the education of their children.
- *Flexible learning environments*
  Children are not expected to move in lock steps, but, rather, they follow their individual paths to learning.
- *Strategies based on research*
  Schools use proven and effective teaching strategies in the classroom.
- *New forms of accountability*
  Standardized tests are relied on less, and there is more use of new forms of accountability (e.g., portfolios, performance-based assessment) to ensure that all students are progressing towards their goals.
- *Access*
  Schools make necessary modifications to the building and provide appropriate technology, allowing all students to participate in school life.
- *Continuing professional development.*
  Staff design and obtain ongoing professional development founded on research-based practices.

It is within this context of change in IDEA and the evolution of thinking by educators and researchers that the California Department of Education has initiated a statewide LRE Initiative. A design team has developed state, district, and local self-assessment protocols to help educators, administrators, and parents identify areas of needed change for improving LRE options, teaching, learning, and overall student results. These protocols are aides and tools, conceived to be used as part of a larger and continuous effort to improve educational programs for students with disabilities.

The California Department of Education is encouraging educators and parents to use these LRE protocols as a part of the Statewide LRE Initiative. The insert to this issue of *The Special EDge* contains a summary of this Statewide LRE Initiative.

LRE efforts across the state must not be carried out in isolation, but in conjunction with other statewide efforts, such as the California Reading Initiative and the Preferred Practices Initiative. The overall goal of all of these initiatives is to improve results and outcomes for our children and youth with disabilities.

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A Forum on the Continuum Revisited. Schrag, Judy A. (1999) Arlington, VA: National Association of State Directors of Special Education (NASDSE).

To visit the NASDSE website, go to **http://www.nasdse.org**

Majority

continued from page 11

and how decisions were made concerning where they received instruction, whether in the special education resource room or inclusive classroom.

What to do

Determining appropriate service delivery models for the largest group of students with disabilities—those with mild to moderate disabilities—is complex because of the heterogeneity and the shear number of students included within this group. Since the passage of PL 94-142, educators, in partnership with parents, have attempted to develop models that provide for the diverse educational needs of these students. Currently, the push has been to adopt inclusive models and decrease and/or eliminate programs that are viewed as more restrictive (e.g., special day classes and resource room programs). However, as the data suggest, a simple solution of adopting one approach for everyone does not appear warranted. In their review (discussed above), Vaughn and Klingner (1998) concluded that "The important lesson is that no one educational model will meet the needs of all students with learning disabilities; thus there is an advantage to providing a range of educational models" (p. 86). In 1997, following a review of eleven studies of inclusion programs and academic outcomes, Manset and Semmel concluded "The evidence presented does suggest that inclusive programs for some students with mild disabilities can be an effective means of providing services, but the evidence clearly indicates that a model of wholesale inclusive service delivery models does not exist at present."

As stated in the law, students with disabilities are to be educated in the least restrictive environment. For students with mild to moderate disabilities, it appears the least restrictive environment is still found along a continuum of service delivery models, from general education settings that model full inclusion to settings that are uniquely designed for students with disabilities.

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Autism in the Classroom: One Mother's Story

By Alycia Chu

"If we are to achieve a richer culture . . . We weave one in which each diverse human gift will find a fitting place."
— Margaret Mead

When he was two and one-half years old, our son Kevin was diagnosed with autism. He wouldn't make eye contact and displayed bizarre and repetitive behaviors, the most disturbing of which was placing his hands over his ears and running and hiding when our "living noises" became too loud. How could Kevin ever cope with the outside world?

We placed Kevin in a nonpublic school that offered a small classroom with five other young boys with disabilities. We believed it would be a haven for Kevin. There were three special education teachers, and each student had his own cubbyhole. In addition, there was a "meltdown" room right outside the classroom door. We thought this ratio of one teacher to two students would help create the nurturing atmosphere we thought Kevin needed.

Early in the school year, the head teacher, Tina Giovanni, asked us why we didn't put Kevin in the same school as his fraternal twin brother, Kyle. Tina knew Kevin had autism but believed that, with appropriate supports, he could learn and develop in a general education classroom. She started asking questions like "Don't you think Kevin could learn with non-disabled peers in a general ed classroom?" and, most importantly, "Wouldn't you like him to have friends?" Our justifications—offering him a world where it was safe to be autistic and to be sheltered from the harsh sights and sounds of our world—began to make less sense. Tina's gentle arguments in favor of educating all young students together started to take hold. Her positive encouragement became our first step towards inclusion.

The following spring, we started to make plans to move Kevin out of the nonpublic school and have him "included" in our neighborhood public school for the fall. Although there was one catch: our district had no program for including students with disabilities.

Our first inclusion support teacher was Jeffrey Libby, a special education teacher who was experienced in inclusive educational practices. He helped to start bridging the gap between general and special education.

Jeffrey also started an Inclusion Task Force to support both general and special education teachers in their attempts to collaborate and make inclusion efforts like ours successful. In the beginning there were only five of us on this team: two teachers, two parents, and an administrator. We all knew the task before us was daunting: We were asking general and special education to trust each other.

Many staff members on both sides were asking "Why should we work together? Why should we change the present system?" Of course the structure of the system supported this attitude, as everyone, it seemed, from the administrators on down to the students, operated in one of two carefully separated worlds. General and special education were divided and people were comfortable with that model.

What our task force needed was support from the top, someone at the administrative level to help open doors, and, we hoped, open minds. We did end up getting that support. As a result, more people who shared the same vision started coming to our meetings to help plan. Overall, we received amazing support from the people in the San Francisco Unified School District—parents, teachers, administrators, and therapists. There were so many of them who welcomed our kids and worked with us to make inclusion a successful venture.

IEP (Individualized Education Plan) teams, new to implementing inclusion, faced a very daunting task. How do you convince and gain the trust of the general education school community, special educators, and administrators? Would they be able to see that our children with disabilities could learn alongside their non-disabled peers? Would they realize that all children benefit from being educated together? In order to encourage these beliefs, we needed to establish a track record. The Inclusion Task Force and IEP teams had to work doubly hard to make inclusion a success.

Our first year of inclusion was 1993. Kevin was one of four students in the district who were included that year, and the only one in an elementary school of over 500. Before school started, we met with general and special educators and administrators to discuss Kevin's special education supports. I will be forever grateful to our school principal, Judith Rosen, who was always supportive of including Kevin in her school.

With her and Jeffrey Libby's help, we were able to figure out what Kevin needed to be successfully included. The answer turned out to be relatively easy: Kevin needed extra classroom assistance and a special education teacher, or inclusion support teacher, overseeing his program. Both general education and special education needed to collaborate and coordinate supports and services to make this effort successful.

On the first day of school, I remember standing in the kindergarten yard with 31 other new kindergarten parents. The morning bell rang, and we followed our children into the classroom and stood behind them at their desks as they sat down. The kindergarten teacher welcomed us all and then dismissed parents, asking us to return that afternoon to pick up our

Autism continued, page 10

Institutes *continued from page 7*

one highly effective tool in this process.

As one teacher commented on an institute evaluation, "This has been a life-changing event. We have learned more about how to work together than in a year of meetings. Now we can bring these inclusive strategies back to our school and share what we have learned for all students."

Resources

Building Inclusive Schools: Tools and Strategies for Success. Halvorsen, A.T. & Neary, T. (2001). Needham Heights, MA: Allyn and Bacon.

The California Confederation on Inclusive Education: **http://interwork.sdsu.edu/projects/ccie/info2.html**

The National Institute for Urban School Improvement: **http://www.edc.org/urban/**

Professional Development for All Personnel in Inclusive Schools. McGregor, G., Halvorsen, A.T., Fisher, D., Pumpian, I., Bhaerman, B., & Salisbury, C. (1998). Alexandria, VA: National Association of State Boards of Education. Issue Brief, November, 3 (3),1–12. For the complete text, go to **http://www.asri.edu/CFSP/brochure/prodevib.htm**

Community *continued from page 5*

his or her learning abilities, [has] more patience with his or her own limitations."

Members of inclusive classrooms are also seen to develop a social conscience and a willingness to become spokespersons for their friends who "can't speak out." As one teacher noted, perhaps inclusive education "serves much more the other children rather than the disabled child" as it engenders respect for everyone, regardless of abilities or physical conditions.

At Thousand Oaks Elementary School, inclusion is a way of life. Educators and parents are committed to creating a school in which all students are valued members. These adults are to be credited with showing many like-minded individuals throughout the state how effective inclusion is accomplished.

This article was adapted from original research by Pam Hunt, Anne Hirose-Hatae, Kathy Doering, Patricia Karasoff, and Lori Goetz.

Winners *continued from page 16*

- A school must model what the staff wants its community to be.
- All students benefit when they engage with diverse populations.
- Belonging to a community of learners promotes the potential of all students.
- All students benefit from the shared responsibility between special and general education.
- There is no one right decision for all students.
- Those impacted by a decision need to be involved in the decision-making process.

An important aspect of Brywood's model is their development of, and emphasis on, child-centered programs. These programs meet the individualized needs of all children: special education, at risk, and gifted. The school's many extended opportunities for learning include after-school classes in math and language arts, flexible grouping by ability, small groups for re-teaching, consultation, the merger of general education and special education teacher roles, and student study team collaboration with support from their Special Program for Inclusive Collaborative Education (SPICE) team.

Every classroom teacher has an identified SPICE team member for on-the-spot collaborative trouble shooting and for developing longer-range intervention strategies. Because specialists are in the classrooms, their familiarity with students not only expedites problem solving, but also frequently prevents problems from happening in the first place. Decisions about each student are driven by the student's needs, not by the existence—or lack of—an IEP.

Staff trainings, an essential part of Brywood's success, are based on the needs of students and teachers. They are designed with the collaborative model in mind and attended by grade-level and site-level teams. After these sessions, the administration expects the staff to implement the practices they have learned, and this is monitored through classroom observation and annual teacher goal-setting.

Parent involvement is also fundamental to the success of Brywood's model. Parents are at all of their children's Student Study Team meetings. They volunteer daily at the school, with volunteer hours totaling over 30,000 a year. The school uses parent surveys, PTA open-forum meetings, School Site Council meetings and formal program reviews, and formal and informal town meetings to promote active, effective communication between parents and the school. It also sponsors parent math, science, and literacy nights to teach parents how to help their children at home.

The collaborative staff at Brywood consistently report that they do not wish to return to the traditional classroom model. Incentives for sustaining the collaborative model are powerful for teachers and students alike, with teachers reporting a number of benefits: a reduction in their feelings of isolation; a dramatic enhancement of their personal and professional efficacy through continuous professional growth; and the satisfaction of shared successes as well as burdens.

Students in special education also have benefited in many ways. The appropriate instructional interventions they are given dramatically reduce the rate of failure. Being part of their home community allows them to see themselves as being like their peers. They are given the opportunity to take personal responsibility for their own learning, successes, and failures. They are given the occasion to understand the connections between their behavior and outcomes; and because others consider them capable, they can see themselves that way, too.

These two schools, Rincon Middle School and Brywood Elementary, truly exemplify the best aspects of collaborative instruction. Working together is the norm on these two campuses, with collaboration taking place at all grade levels, in all classrooms. Because teachers use instructional strategies that benefit all students, it is difficult to even identify the special education students in any classroom. At these schools, all means all.

LIBRARY RESOURCES

View all resources from the RiSE (Resources in Special Education) Library online at **http://www.php.com**; or phone in orders to 408/727-5775, ext. 110.

Co-Teaching Lesson Plan Book 2000. By Lisa Dieker. Knowledge by Design; Whitefish Bay, WI; 2000; 46 pp. Call #22465. This book is designed to support the collaborative planning and communication required to make co-teaching successful and help students with disabilities succeed in general education classrooms.

Collaborating with Teachers and Parents: Methods, Materials, and Workshops.

By Catharine S. Bush. Communication Skill Builders; Tucson, AR; 1991; 182 pp. Call #7910. Materials for curriculum and communication projects in the classroom and for workshops with parents are included.

Creativity and Collaborative Learning: A Practical Guide to Empowering Students and Teachers.

By J.S. Thousand, R.A. Villa., and A.I. Nevin. Paul H. Brookes Publishing; Baltimore, MD; 1994; 420 pages. Call #7416. Provides strategies of cooperative learning and guidelines for adapting curricula and instructional methods, developing peer-mediated teaching systems, facilitating peer connections and friendships, and enhancing creative thinking.

Teacher Education in Transition: Collaborative Programs to Prepare General and Special Educators. By Linda Blanton, Cynthia Griffin, Judith Winn, and Marleen Pugach, Editors. Love Publishing Company; Denver, CO; 1997; 276 pages. Call #22325. The authors of this book support collaboration in teacher education programs as a shared agenda between special education and general education. They show the need to jettison the old separate, parallel system of teacher training in favor of new roles and responsibilities for faculty.

CALENDAR 2001

JULY 19–21, 2001

Piecing the Puzzle Together:

Restructuring for Caring and Effective Education

This summer leadership institute is designed for anyone interested in improving educational practices in support of children with learning and language differences in the general education classroom: teachers, school administrators, parents, paraprofessionals, and school teams. It offers an opportunity to learn, plan, connect, and share. Featured presenters include internationally renowned speaker and author Norman Kunc, award-winning Professor Mary Falvey, Director of the Special Education Division of the California Department of Education Alice Parker, and authors Richard Villa and Jacqueline Thousand, among other leaders in the field of inclusive and least restrictive educational efforts.

For more information, call 760/761-4917; fax 760/ 761-4917. Reduced rates are available for parents and paraprofessionals.

LATE AUTUMN, 2001

Regional Field Trainings

From November through March, the California Department of Education, Special Education Division, will again offer Regional Field Meetings that address critical topics in education. Eight identical meetings are planned for San Diego, Riverside, Los Angeles, Burbank, Fresno, the Bay Area, Sacramento, and Redding. Topics will include Least Restrictive Environment, Secondary Transition, Interagency Agreements, Infant/Toddler programs, Preschool, Assessment and Accountability, Speech and Language, Charter Schools, and more. Registered participants will receive the following new CDE publications: *I Can Learn*; *Transition to Adult Living: A Guide for Secondary Education*; *Program Guidelines for Language, Speech, and Hearing Specialists;* and *The School Nurses' Green Book.* Interested parents, educators, and school teams should contact their regional Focused Monitoring and Technical Assistance (FMTA) CDE administrator after June 30, 2001, for dates and exact locations. Names and phone numbers for FMTA administrators are on page three of the insert to this issue; and also at **http://www.cde.ca.gov/spbranch/sed/fmtacnt.htm**

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Collaborative Challenge Award Winners

It's no surprise they're . . . collaborative!

Two California schools—Rincon Middle School in Escondido and Brywood Elementary School in Irvine—exemplify the movement many schools are making toward a collaborative model of instruction. The approach to education at both schools dissolves the distinctions between general and special education and supports the staff in meeting the educational needs of all students.

Together with the school's principal, the members of the special education staff at Rincon Middle School designed a program that integrates all students with special needs into general education classrooms, whenever it is appropriate. Rincon developed a powerful commitment to "blurring the boundaries" between children of differing abilities. This is accomplished through a carefully thought-out series of interventions.

Before the school year begins, special educators meet with their interdisciplinary teams to review each incoming student's strengths and requirements. General education teachers receive a written summary of the educational history of each student with an IEP (Individualized Education Program). The special education teacher then issues a letter to parents explaining Rincon's program of inclusion and collaboration. Throughout the year, the progress of all students with special needs, whether new or returning, is reviewed regularly. Then all students are given assessment tests at the beginning and again at the end of the year to assure proper grade and program placements.

Students at Rincon are taught by interdisciplinary teams of teachers. Each team of 180 students shares the same set of teachers, along with the same counselor, the same assistant principal, and the same special education teacher and instructional assistants. This group of professionals attends regularly scheduled weekly meetings, during which everyone shares ideas and strategies for best serving their students. Because special education teachers are in the general education classes daily, general and special education teachers are able to address their ongoing challenges together. It is easy to forget that students are not the only ones isolated from the general school population. Special education teachers are often marginalized also. Rincon's collaborative model helps the whole school community, staff as well as students, work together for the good of all.

Rincon Middle School continues to have pull-out classes for those students who need specialized assistance. The parents of the students and their general and special education teachers work together to make this decision. The school also offers study skills classes to help students learn how to get organized or to allow for additional time to complete assignments or tests.

Rincon encourages parents to become as informed as possible about their children's needs and progress. Teachers send home formal progress reports every six weeks, and weekly or daily, if needed. Students themselves are not left out of the communication loop. They are regularly kept apprised of their progress and receive computer printouts of their grades every three weeks. General and special education teachers work together to evaluate students. Those who need extensive accommodations may receive modified grades.

The school district also supports the school's collaborative efforts by approving more hours for Rincon's support staff in order for teachers to be released for training and collaboration. In addition, students themselves contribute in unique ways. During their eighth-grade physical education elective, approximately thirty students have volunteered to become "buddies" for students who have more severe disabilities. Everyone benefits from this arrangement: they learn acceptance, develop social skills, and begin to take a genuine interest in each other's success. According to Debbie Whitty, special education teacher at Rincon, "The inclusive/collaborative model has produced benefits beyond providing the best possible support for special education students. Students with and without disabilities have learned about tolerance and have discovered that, despite their differences, every student is a learner, and all students have something valuable to offer."

Brywood Elementary School shares a similar commitment to the collaborative model, teaching all classes collaboratively and integrating all students into general education classrooms. The staff there attribute their success to a particular set of shared beliefs:

Winners continued on page 14

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VALUING DIVERSITY IN CALIFORNIA SCHOOLS:

INCLUSIVE EDUCATION

INTRODUCTORY SESSIONS
(1997)

Developed By

REGION 3 INCLUSIVE EDUCATION GROUP:
California Confederation on Inclusive Education

Ann T. Halvorsen, Jacki Anderson, Alycia Chu, Lori Goetz,
Renee Gorevin, Katie Johnson, Jeffrey Libby, Nora O'Farrell,
Lynne Ono, Susan Porter Beckstead, Mark Polit,Julie Weissman,

Introductory Session

Trainers' Manual

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Valuing Diversity in Our Schools
Introductory Session
Overall Outline

I. Awareness Level Session: Inclusive education and school restructuring. Schedule shown below for 1 1/2 days (8 1/2 actual hours training time).

A. **Objectives:** Participants will be able to:

1. Describe the context of inclusive education within special education's history and current general education reform.

2. Articulate the rationale for inclusive education.

3. Define essential components of inclusive education.

4. Identify positive outcomes of inclusive education for all students, their families and staff.

5. Understand that special education is not a place, but is supports and services brought to students.

6. Reflect on their own perceptions of inclusive schools and practices.

7. Begin developing personal and/or team action plans based on their vision for education and a needs assessment process.

B. **Agenda: Schedule for Introductory session**

Day One

8:00 - 8:30	Coffee and Opening Activity (directions in packets)
8:30 - 8:45	Opening: Review of day's agenda and objectives; direct to charting activity (15 minutes)
8:45 - 9:00	Activity 1 - Charting: 2 minute beeper to move people from chart to chart to write their answers in - what is inclusion and various components, e.g., "What does in-class support mean to you?" "What is curricular adaptation?" "Whose job is it?", etc. (15 minutes)
9:00 - 9:30	Family perspective (30 minutes)
9:30 - 9:50	History of progressive inclusion. (20 minutes)
9:50 - 10:30	School team panel. (40 minutes)

10:30 - 10:45 Stretch break and record on charts. (15 minutes)

10:45 - 11:00 Question and Answer period with panel. (15 minutes)

11:00 - 11:30 Definition - Essential Practices. Group activity with charts. (30 minutes)

11:30 - 11:45 Debrief. (15 minutes)

11:45 - 1:00 Lunch. (75 minutes)

1:00 - 1:45 Refining our schools' visions: Multiple visions activity
  1:00 - 1:15 Personal vision; sentence strips (15 minutes)
  1:15 - 1:30 Share across roles or teams (depending on group make-up) (15 minutes)
  1:30 - 1:45 Combine into paragraph and post (15 minutes)

1:45 - 3:15 Instructional strategies for diverse classrooms.
  1:45 - 2:15 Presentation. (30 minutes)
  2:15 - 2:30 Activity Phase 1 in groups. (15 minutes)
  2:30 - 2:45 Report out. (15 minutes)
  2:45 - 3:00 Phase 2 adaptation. (15 minutes)
  3:00 - 2:15 Debrief. (15 minutes)

3:15 First day evaluations and closing of day.

Day Two

8:30 - 8:45 Coffee and review agenda

8:45 - 9:30 Jigsaw Activity: Research on outcomes of inclusive education. (45 minutes)

9:30 - 10:30 Change Process Activities: Strategies to assist participants in recognizing different stages in change process.

10:30 - 10:45 Break

10:45 - 11:30 Needs Assessment and Action Planning: Structured Personal/Team action planning based on current status at site/district level.

11:30 - 12:00 Debrief plans, session evaluations

12:00 Close

C. **Content Outline and sequence:**

1. Rationale and History Section

8:00 - 8:30 Coffee and opening activity - See directions.

8:30 - 8:45 Introductions, Agenda, Objectives and direct to charting activity.

8:45 - 9:00 **Activity 1 - Charting Activity**: What is inclusion? Participants move around to charts in room jotting key ideas/thoughts under various questions i.e., "What is inclusive education?" "What does in-class support for included students mean to you?" "Who is responsible to adapt curriculum?" "What is the general education teacher's role?", etc. Another opportunity is provided for this as information is being received so that people can keep revising/adding to these responses which will be debriefed later.

9:00 - 9:30 **Activity 2 - Family perspective** - rationale. Could be presented by parent/guardians, sibling, student. More will be heard from family on panel as well. This perspective really brings home the message to participants. Consider having parent of elementary if team is secondary and vice versa to get both perspectives.

9:30 - 9:50 **Activity 3 - History of progressive inclusion** - Overview with slides. May want to use institutional slides and Regular Lives short piece for contrast here.

9:50 - 10:35 **Activity 4 - School Team Panel** presents on inclusive education in their school. Cover origin, initial fears, strategies of support, what helped change their minds, how students participate, how needs are met, how relationships have developed with peers, benefits for all students/staff, effect on their instruction, problem/solving and how issues were resolved, as well as relationship of this reform effort to their overall school reform plans and implementation (e.g. if multi-grading, restructuring teams, Healthy Start, Developmentally Appropriate practice, etc.)

10:30 - 10:45 Stretch break and record on charts again.

10:45 - 11:00 Discussion/Question and Answer with team panel.

11:00 - 11:30 **Activity 5 - Essential practices** for inclusive schools - Participants have listed their definitions on charts. Assign charts to groups for 10 minute review and select three most important or "best" practice definitions. Debrief as large group using PEERS guidelines (1994).

11:30 - 11:45 Debrief charting on essential practices.

11:45 - 1:00 Lunch (75 minutes)

2. Bringing It Home to Our Schools

1:00 - 1:45 **Activity 6 - Multiple Visions Activity**: From own role or perspective, what do I believe about education for all students? Each participant looks at this from the level where they have an impact, e.g., What would it look like for my child? (parent) What would it look like in my classroom? (teacher) What would it look like in our school? (principal) What would it look like in our community? (Board member, district administrator) Make paragraph of sentences together with your team (school) or if not here as teams, have people group across roles to share and generate one vision incorporating all.

1:45 - 3:15 **Activity 7 - Instructional Strategies for Diverse Classrooms**. This activity reinforces tie-in of inclusion to best practices for all students. Emphasize the classroom level -- bilingual students, ESL, sheltered English, Chapter 1, and all "categories" of disability.

1:45 - 2:15 Presentation of essential instructional practices for all students with living, classroom - referenced examples.

2:15 - 2:30 Activity 7 - Phase 1: Participants analyze an elementary or secondary classroom schedule (provided to them) in groups, in terms of these best practices and make recommendations for changes. Large group debriefing follows. Schedules are provided for both elementary and secondary levels. (Activity write-up is in progress.)

2:30 - 2:45 Debrief/report out.

2:45 - 3:00 Second Phase of Activity 7: Participants are presented with a variety of student descriptions (learning style, interests, needs. Include students with disabilities, bilingual students, "at-risk", etc.). Participants examine revised schedule and brainstorm and additional strategies and/or adaptations they would employ to ensure that this students' needs are addressed.

3:00 - 3:15 Debrief and do first day evaluations

Day Two

8:30 - 8:45
- Coffee
- Review agenda
- Written Round Robin at tables: One important thing I learned yesterday. Pass to next person. Each must write something different than the previous response. Continue until page is finished or until out of responses.

8:45 - 9:30 Jigsaw Activity 8: Research on outcomes of inclusive education. Participants are regrouped from "home" tables into "expert" groups where they review a summary of one specific study on outcomes. After reading and discussing the study, they return to home groups and present each study to the whole.

8:45 - 8:50 Transition to groups
9:50 - 9:10 Expert group
9:10 - 9:30 Home group

9:30 - 10:30 Activity 9 - The Change Process

Using Hord, et al.'s (1987) Concerns - Based Adaption Model, participants assess themselves for where they are in their response to this change toward inclusive schools. e.g. are you at awareness level of concerns (what is it?) or personal level (What will this do to my job? How much work is it?) or management (How can I do this?) or others. Then do role plays in groups around how information is best provided when it's geared to the level of the person's concern. Groups/teams read concern expressed by a particular role and brainstorm responses or activities. Then they look at their initial action plans and brainstorm activities they could do when they return to their schools.

10:30 - 10:45 Break

10:45 - 11:30 **Activity 10 - Personal Action Planning and Needs assessment process. Comparing visions to what we have.**

Participants are provided with a needs assessment, and evaluate their school in terms of these components and compare it to their vision. Set initial goals to begin to move toward their vision. Prioritize goals, look at resources, strategies, etc.

If not in teams, go through this process across roles or in role-alikes, and develop **personal action plans** (e.g., meet with this person, read this article, get Plain Talk tape and show at faculty meeting, etc.) Teams/individuals are provided with sample goals/objectives.

11:30 - 11:45 Debrief plans.

11:45 - 12:00 Session evaluation

12:00 Close

INTRODUCTORY SESSION
DAY 1

Opening Activities
(During Coffee - 8:00 to 8:30 AM)

SELECT ONE OF THE FOLLOWING GET-ACQUAINTED ACTIVITIES:

1. **Bingo** - Each person has a sheet of squares with writing in them. Various squares describe attributes and participants must find people to match these and get their initials. Participants who have "bingo" first get a prize, e.g.,

Doesn't own Microwave	Had another career before education	Loves Meetings	Liked Forrest Gump

2. **Badges - four corners** - Participants have to write something in each of four corners of their name badge unrelated to work, e.g.,

Summer Plans — *Favorite Movie*

Judy

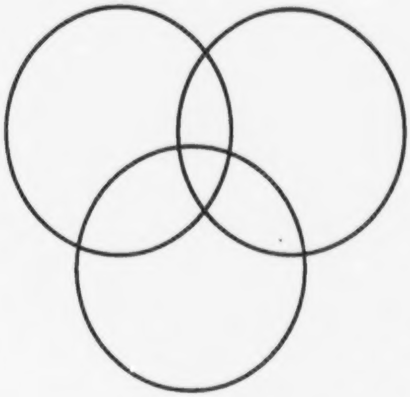
Most Read Book — *Favorite Extra-curricular pasttime*

and then move around and get acquainted with others.

3. **Alphabet - name value** - Numbers are assigned to letters and each person figures out "value" of their name. Then has to find 3 people with the same "value." Prize to group with the most people with "common values."

4. **Line up** - based on where you were born (east to west).

5. **Who are we?** Venn diagram. Ask people to fill in their place. (This could be done as part of first charting activity too), e.g.,



Introductory Session

Activity One: Charting

Time: **15 Minutes (8:45 - 9:00 - See Agenda)**

Materials and Equipment needed:

Chart paper
Masking tape (or thumbtack, push pins)
Thick tipped marker pens in a variety of colors
Plastic cups (to tape on wall by chart; hold markers)
Beeper or timer with buzzer
Black markers will be needed for later segments of this activity (10:30), at which point colored ones will be removed.

Directions to trainer:

a. Overall Instructions: The purposes of this activity are several: 1.) to encourage interaction among participants, 2.) to provide participants with an opportunity to state their beliefs about inclusive education, 3.) to give you a better idea of the level and quality of understanding about inclusive education, and 4.) to provide participants with an opportunity to reevaluate/revise their understanding of inclusive education.

At the end of the agenda and objectives overview (8:30 - 8:45, 15 minutes) trainers will introduce the charting activity to participants and explain its operation. (See below.) The trainer will have a beeper/timer and set it to go off every 2 minutes so that participants move to five different charts during the 15 minute period. At least one of the trainers should circulate and read responses during and right after this activity, combine any graphed information onto one chart, collect the colored markers at the end (9:00) and replace them with black markers.

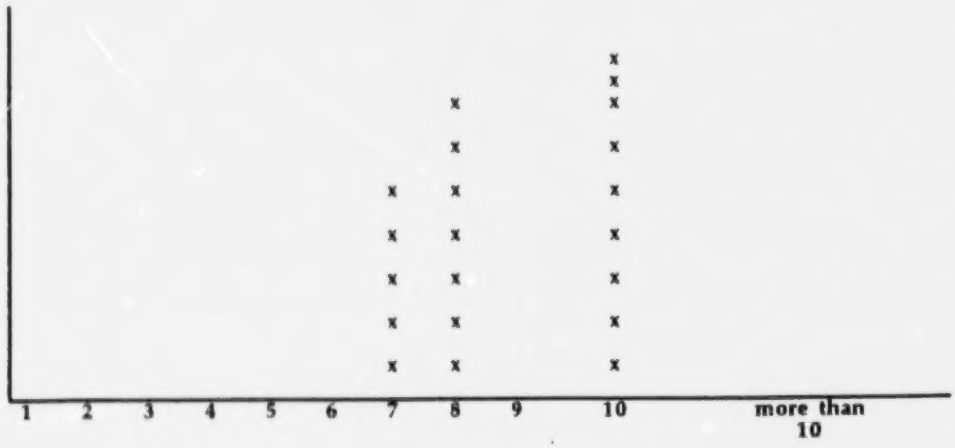
b. Put a color border on charts and provide matching marker for first round. Have 3 charts for each question with the same color and same heading grouped next to each other on wall so that a lot of people can be writing at once on each issue/practice, for a total of 6 - 8 different questions about practices.

c. Select the questions for this training from the suggested list below. Select based on who your audience is (roles) how large a group it is, how diverse. Some may be questions you would rather chart and use in later sessions with implementation teams. Ask local people to help you select the ones to be charted and to make the charts in advance.

d. Suggested questions to be the chart headings:

- What is inclusive education?
- What does in-class support mean to you?
- How is curriculum adapted for included students?
- What is a diverse classroom? What are the benefits of diverse classrooms?
- What is the role of the principal in inclusive schools?
- What are some first steps people need to do to make inclusion happen?
- What does good collaboration look like?*
- What are some examples of curriculum adaptation?
- How is grading done for included students?
- What are the benefits of full inclusion?
- What kinds of peer relationships will result from kids being included?
- How do teams plan together for included students?
- Who is on a student's planning team?*
- When does collaborative planning occur?
- What is the typical case load for an inclusion support teacher?*

Note: A graphic depiction could be used for asterisked questions.(*) For example under the typical caseload for a support teacher, you could have a graph for participants to fill in their idea about the number, e.g. fill in bar graph on chart.



Collaborative planning could be depicted literally by sketches or by ven diagrams made by participants, as could the question on membership on the planning team.

Suggested trainer script:

As a first step in meeting the objectives we've just reviewed, I would like to ask you to turn your attention to the charts you see posted around the walls. There are several questions about inclusive education practices on these charts, and this is an opportunity for you to express your opinion or understanding of each question. There are three charts for each question to give space for several people to write at once. Some of the charts ask for graphic or pictorial responses, so feel free to be creative! After 2 minutes I will sound a beeper as a change signal. Please move to another chart at that sound.

We'll be adding to and "debriefing" our charts later this morning. OK - let's go!

Introductory Session

Activity Two: Family Perspective

Time: **30 Minutes (9:00 - 9:30)**

Materials and Equipment needed:

- Ask family member what audio-visual or other material they may need. Since this is a short segment, they may only want to use an overhead projector or a few slides to illustrate key points.
- Suggestions sheet for parent/family member presenting.

Directions to trainer:

We hope that your training team includes a parent, guardian, or sibling of an included student who may do this segment. If not, the state training network should have a list of consultants who are potential trainers/presenters so that you can contact someone in the region and discuss the training with you in advance. If your group of participants represents both elementary and secondary, (and/or pre-school) you may want to consider having the Families Perspective segment presented by a different age group from the team panel. Finally, consider having this segment presented by a teenage sibling or a student who has been included, where appropriate.

The overall purpose of this segment is to bring home the rationale for inclusive education in a personal, immediate way that will describe the impact of inclusion on the student and his or her family, from as basic an impact as having all the children in one family attending the same elementary school, to what it is like for the student to now be one of a group of 30, etc. If the student first attended a special class or segregated setting, it will be important for the family member to discuss the contrast between settings for the student, using specific examples. However, the purpose of this would not be to "trash" special education teachers or to paint a negative picture of a particular district. Rather, the purpose is to focus on the positive outcomes of inclusive education for this student, and what can happen to families and kids as a result of inclusive education.

You may want to introduce the parent/family member with a very brief anecdote or two from your own experience about positive outcomes. Such stories help to build our community and bring the message home to all the parents, sisters, brothers, etc., in the audience.

Introductory Session

Activity Two: Suggested Script for Trainer

We think that the best way to introduce information about inclusive education is for you to hear a family (student*) perspective on why this is important and how it has affected families' and students' lives. There are many stories that can be shared about inclusion, and more unfolding each day. Even before research had documented clear benefits of inclusive education for students with disabilities of all ages, parents and families, as well as students themselves, have inspired our visions of what is possible. (**Here tell your own brief story or anecdote about a student you know**). I am happy now to introduce __________ (tell who it is if parent, sibling, student, where they are from, etc.) who will share some of their family's experiences with inclusive education. Please welcome ________.

---

* Depending on which person is speaking.

Introductory Session
Activity Two: Family Perspective - Suggestions for Presentation

- Please speak from your heart about what was important to you in ________'s being included - was it social relationships to begin with? Communication? Having access to academics and shared experiences with non-disabled peers of the same age in these classes?

- You might want to tell about things that happen outside of school, or any other developments that have been exciting to you. Here are some examples that other students and families have talked about. We are providing these simply as examples, and we know that each student's experience will be different.

  Outside of school: birthday party invitations, phone calls to and from, sleep-overs, inclusion in neighborhood Park and Recreation activities, or community YMCA, Teen Club, etc.

  In school: clubs joined, circles or networks of peer support, IEP goal gains in academic and basic skill areas.

- Consider talking about specific relationships that have developed between ________ and others, and the benefits you perceive for both of them.

- Talk about the specific impact on you and your family. You may wish to talk about how you feel more a part of the school community and why. If you are comfortable doing so, you may want to close with what you hope for the future for ________ and how you see them in high school and beyond as a result of being included now.

Introductory Session

Activity Three: History of Inclusive Education

Time: **20 Minutes (9:30 - 9:50)**

Materials and Equipment needed:

1. Overhead projector and screen
2. VHS playback unit
3. Part I The Vision from With a Little Help From My Friends (Judith Snow) and transcript (5 minute excerpt)
4. Overhead transparencies:
    - Kunc, N. (1992) Responses to Diversity
    - Progressive Inclusion/Overlapping Phases (Sailor et al., '89)
    - Types of mainstreaming (Biklen, 1985)
    - Quote from Sailor & Guess (1983)
    - Special Education is Not a Place (PEAK Parent Center 1989)

Directions to Trainer/Suggested Script Ideas

1. Show excerpt from A Little Help . . . where Judith Snow discusses history of society's interaction with and treatment of individuals with disabilities.

2. Bring in Norman Kunc's characterization of past responses to diversity, in particular to disability and go through each point providing a brief example for emphasis. Note that Kunc's description is corroborated by

our own history in special education. Assure participants that inclusive education is not a fad, nor is it something that has "dropped from the sky," but rather, that it has evolved as special education and our schools' and communities' response to diversity and disability has evolved. Point out also that inclusive education operationalizes the component of the Individuals With Disabilities Education Act (IDEA) first enacted in 1975, to provide students' education in the "least restrictive environment," with the general education classroom being the first setting of choice. Only after this has been considered, with all necessary supports and services, and if it were found by the team to be inappropriate to meet a student's primary needs should another setting be considered. Ask (rhetorically) "But is this what we've done? No. Let's look at our history:"

3. Show Progressive Inclusion overhead. Mention the fact that the only phase which is entirely gone is #1, (no schools) and that at that point in our history, all we really had were state institutions where we sent people to "be protected from us," when in reality society's purpose was to "protect" us from "them." Talk about phases in terms of the overlap among them, the fact that families and advocates led the field in each forward move, etc. Explain terms like "age-inappropriate" using your own real-life examples (e.g. high school aged kids whose special class was put in a K-3 school with tiny water fountains and where the kids' size alone intimidated the non-disabled students).

4. At/around #4, consider switching to the Sailor & Guess (1983) quotation on overhead. Validate the comparison with racial integration and the

litigative/legislative history of civil rights on which the rights of individuals with disabilities have been built. Point out the irony that at the same time that we have needed to bus nondisabled students in order to ensure ethnic diversity in our schools, we have been bussing kids with disabilities away from their home schools and neighborhoods, and then wondering at their lack of friends, etc. Continue brief overview of phases of Progressive Inclusion, pointing out that we have built toward inclusive education. We would not even be talking about it if it were not for success with integration of students. However, that integration or mainstreaming, has carried several inherent problems.

5. Summarize these problems using Biklen's (1985) Types of Mainstreaming [published in Achieving the Complete School, New York: TC Press] where he highlighted the pitfalls of our past and current structures for mainstreaming. Give own examples of dual system (e.g. county-district) problems in ownership. Discuss "island" situations you have witnessed or experienced. Remind audience that mainstreaming has meant the student is a visitor to that classroom, not a member of the class. (Refer to Schnorr, R. (1992). "Peter - He Comes and Goes" article, JASH). Ask participant if the "teacher deals" type sounds familiar. Point out that this is where most mainstreaming and integration have been for many years, thus making the amount of time a student was with her peers totally dependent on personalities and good will. Emphasize the unacceptable nature of this. Read the "unconditional mainstreaming" description.

6. Close with Special Education is Not a Place - - It Is Supports and Services...... etc. Note that it was never intended to be a separate place, and we are now getting back to its first purpose, to support, educate, and facilitate students' learning. Where that occurs is the decision of each IEP team, which must consider general education class placement with identified supports as the first option, and therefore, we need to provide that option in our schools and communities.

RESPONSES TO DIVERSITY

NORMAN KUNC (1992)

MARGINALIZATION

Segregate, Remove, Avoid, Exclude

TOLERANCE

Benevolence, Resignation

REFORM

Rehabilitate, Assimilate, Minimize Differences
(OK to be with us but have to be like us first)

CELEBRATION OF DIVERSITY

Valuing Diversity as Normal, Recognition of Equal Worth, Mutual Benefit

21

PROGRESSIVE INCLUSION OVERLAPPING PHASES

1. NO SCHOOLS (EARLY 1900'S - BEFORE)
2. SEGREGATED PRIVATE SCHOOLS (1940'S - 1950'S)
3. SEGREGATED PUBLIC SCHOOLS (1960 - NOW)
4. REGULAR PUBLIC SCHOOLS; AGE - INAPPROPRIATE SPECIAL CLASSES (1970'S - PRESENT)
5. REGULAR PUBLIC SCHOOLS; AGE - APPROPRIATE CLUSTERED CLASSES (LATE 1970'S - NOW)
6. REGULAR PUBLIC SCHOOLS; NATURAL PROPORTION OF STUDENTS/CLASSES WITH DISABILITIES. INSTRUCTION FOCUSES ON NATURAL ENVIRONMENTS (LATE 1980 's- NOW)
7. HOME SCHOOL PLACEMENT; INCLUSION AND PRIMARY MEMBERSHIP IN GENERAL EDUCATION AGE - APPROPRIATE CLASS(ES); INSTRUCTION IN SCHOOL AND COMMUNITY NATURAL ENVIRONMENTS (NOW)

Brown, L., Nisbet, J., et al. (1983). The critical need for nonschool instruction in educational programs for severely handicapped students. IASH, 8 (3), 71-77.

Sailor, W., Anderson, J., Halvorsen, A., Doering, ., Filler, J., & Goetz, L. (1989). The comprehensive local school: Regular education for all students with disabilities. Baltimore, MD: Paul H. Brookes Co. 19

ACTIVITY THREE

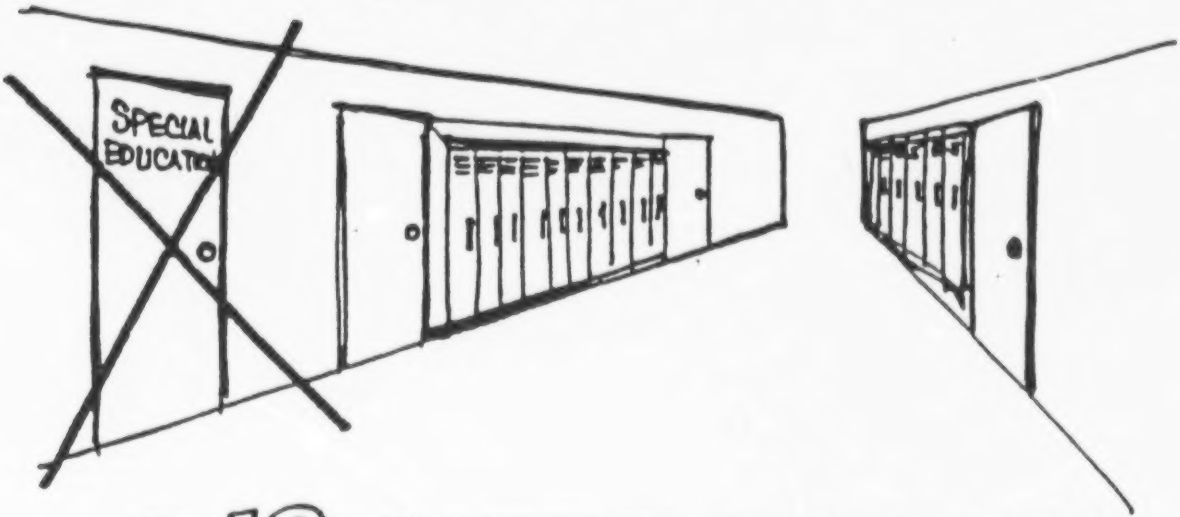
TYPES OF MAINSTREAMING

• Dual System.	Educationally, psychologically and administratively separate.
• Islands in the Mainstream.	Special education programs are located in the regular education building but are perceived as separate from the mainstream of school life
• Teacher Deals.	Administrators and the educational system do not provide support for integration. They recognize it, even speak positively of it, but its life depends upon individual teachers who make it work.
• Unconditional Mainstreaming or Inclusive Education.	Teachers, parents and administrators combine to create a consciously thought out and supported version of integration.

From: Bilden, D. (1985) *Achieving the Complete School. Strategies for Effective Mainstreaming.* NY: Teachers College Press

ACTIVITY THREE

SPECIAL EDUCATION IS NOT A PLACE



IT IS SUPPORTS & SERVICES BROUGHT TO STUDENTS

- I.E.P.
- ADAPTED CURRICULUM
- CONSULTATION FROM SPECIALISTS
- ENVIRONMENTAL ACCOMMODATIONS
- RELATED SERVICES (O.T. P.T. SPEECH)
- BEHAVIOR SUPPORT PLANS
- PHYSICAL ASSISTANCE

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Introductory Session

Activity Four: School Team Panel

Time: **55 Minutes (9:50 - 10:30 presentation; 10:45 - 11:00 questions and discussion with participants)**

Materials and equipment needed:

- Check with panel on audio/visual needs (slides, overhead projector and screen or VCR unit?)
- Index cards for questions at participants' tables/in packets.
- Table and chairs at front of room for panel; podium if desired for individual speakers.
- Cards with time remaining (to hold up for each presenter).

Directions to trainer:

a. Composition of team: site administrator* (principal or vice principal), general education teacher * (at least one), inclusion support teacher*, paraprofessional where appropriate, parent*, student, related service provider where appropriate, peer.

Asterisked (*) roles are essential. Others are potential additions if available and if realistic for time frame allotted.

b. Recommended speaking order of team members:

1. Principal
2. General education teacher
3. Parent
4. Paraprofessional or Related Service Staff
5. Inclusion Support Teacher

Others to be "integrated in" but be sure parent is in the middle, not at the end. This should not be a "hierarchical" order. If the audience is a student body or groups of students, it is very important to have student and peer panelists.

The trainer should be the timekeeper to assure that everyone has adequate time to present.

c. Selection of team for panel presentation:

We expect that trainers will have become knowledgeable about inclusive schools throughout their regions, and may therefore have ready access to a good school team. In addition, we would hope that the CDE would be developing and coordinating a network of inclusive schools that will function as resource centers. Thus, team selection would be made from this network whenever possible. These sites will have demonstrated specific program quality criteria (i.e. Halvorsen & Neary, 1994, Inclusive Implementation Site Criteria*), and will also have received technical assistance/training in presentation skills, workshop organization and the like. In addition to having basic inclusive education best practices in place for at least one year, it is preferred that sites/teams illustrate the following:

- instructional strategies that address diversity such as developmentally appropriate practice (DAP), attention to multiple intelligences in instructional design, cooperative learning structures, etc.

- restructuring of resources at the school level to address the variety of student needs and desired outcomes.

- internal team problem-solving strategies to deal effectively with challenges and new issues as they arise.

After introducing the team and monitoring time during the presentation section, the trainer will facilitate the question and answer period. For large (50+) groups, index cards could be passed out and collected during the final speaker. The trainer/moderator quickly reviews the questions and asks them of the panel. Note: if this is the first session in a sequence of training, some questions can be referred to later sessions in responding to participants. Trainers can collect these and quickly review for any redundancy, etc. One trainer will then serve as facilitator/moderator for questions. If cards are not used, a second trainer could record questions on wall charts or on paper so that "typical questions" lists could be generated for future trainings.

No script is provided for this activity since it is essentially introductions and facilitating. On the following page a pull-out handout "Guidelines for Team Panels" is included for provision to teams at least two weeks prior to the training session.

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*Halvorsen, A. & Neary, T. (1994) Implementation Site Criteria for Inclusive Schools. Hayward, CA: PEERS OUTREACH Project, Dept. of Ed. Psych., CSU, Hayward.

Introductory Session
Guidelines for Inclusive School Team Panels

Welcome! And thank you for your important contributions to this training effort. Several "tips" for presenters are listed below:

1. Please plan to limit the formal presentation to 40 minutes total, and divide your panelists' time accordingly. Plan to "practice" individually or as a team to ensure you are able to cover everyone's essential points in this time period. It is important to leave the 15 minutes for questions and discussion, as people really need this interaction time with you.

2. One of the trainers will be the timekeeper and let each panelist know how much time is left at specific intervals by holding up a card (5-3-2-1) with the number of minutes.

3. We recommend a speaking order such as the following:

    1. Principal/site administrator*
    2. General education teacher(s)*
    3. Parent/guardian*
    4. Paraprofessional or related service staff
    5. Inclusion support teacher*

    It is recommended that no more than six people present in this time frame (which would be 7.5 minutes each) or decide among yourselves how to distribute the time for each presenter. Additional presenters to these might be an included student and/or a nondisabled student.

    a. Composition of team: site administrator* (principal or vice principal), general education teacher* (at least one), inclusion support teacher*, paraprofessional where appropriate, parent*, student, related service provider where appropriate, peer.

    Asterisked (*) roles are essential. Others are important additions if available and if realistic for time frame allotted.

Others to be "integrated in" but be sure parent is in the middle, not at the end. This should not be a "heirarchical" order.

4. Some of the areas that we would like to hear about from you include:

- origins of inclusive education at your school
- initial fears any team members had
- strategies of support
- how needs are met
- logistics of scheduling
- how peer relationships have developed and been facilitated
- benefits for all students/staff/effect of instruction
- problem-solving and issues resolution
- relationship of inclusive education to overall school reform at your site

Introductory Session

Activity Five: Essential Practices

Time:	45 Minutes (11:00 - 11:45)	
	11:00 - 11:10	Stretch and record further on charts (10 Minutes)
	11:10 - 11:30	Activity (20 Minutes)
	11:30 - 11:45	Debrief (15 Minutes)

Materials and Equipment needed:

Sets of black pens for break recording.
Sets of colored pens to distribute (1 set per group).
Extra charts for small groups to write on:
Masking Tape.

Directions for activity on overhead transparency. (Two sets if using two rooms for groups larger than 50).
Overhead projector and screen (two if two rooms).
Timer (two if two rooms)

PEERS OUTREACH Inclusive Education Guidelines (Neary and Halvorsen, 1996)
On overhead (Givens and Keys to Success) and handout of guidelines. (Two transparencies if using two rooms).

Directions to Trainers:

1. If the group is **larger than 50**, there need to be two rooms available for this activity, to allow for workable size groups and productive exchange. Therefore, two sets of overheads and equipment will be required.

2. For the recording activity at break time, participants will have only the black markers available to make additions or revisions to the charts, so that changes are clearly denoted.

3. Collect the charts with graphed responses only, and assign all other charts to groups.

4. After the break and recording period, have participants count off into groups of 4-6 (maximum 6).

5. Explain the overall activity. Put directions up on overhead and leave them there.

6a. Activity with graphic response: (11:10 - 11:30)

Give each group one question (one of the 3 charts with this question, or all 3 of the charts if your group is small) and a set of multi-colored markers. Ask the groups to 1.) review all the responses charted for that question. (5 minutes) 2.) discuss, clarify and interpret responses (5 minutes) and 3.) illustrate the response by designing a graphic/pictorial response or depiction of the response as a group. (10 minutes).

OR

6b. Activity with written response: (11:10 - 11:30)

Same introduction as above. Then ask the group to 1.) review all charted responses for that question (5 minutes), 2.) discuss, clarify and interpret responses (5 minutes), and 3.) write an overall response to the question that represents the group's consensus (10 minutes).

7. Groups hang completed charts on walls around room. Decide whether 6a. or b. will be used depending on your knowledge of the group. 6a. is preferred because it will give participants the opportunity to utilize their different talents and intelligences.

Trainers will combine and summarize the charts where graphic depictions were the original responses (e.g. caseload question) during this group activity.

If trainers have split into two rooms, you will continue the debriefing in the two rooms from 11:30 - 11:45.

Debriefing Activity: (11:30 - 11:45)

At this time the trainer will debrief questions by relating them to the Guidelines for Inclusive Education (Neary and Halvorsen, 1996). The purpose of this activity is to highlight these essential parameters of inclusive education, and then show how these responses on essential practices (e.g. curriculum adaptation, collaboration, etc.) relate to these.

1. Put up the 1st page of Guidelines overhead (Givens). Review each point and point out charts that elaborate on or depict these points. Do the same with the second overhead on Keys to Success.
2. Integrate participants' responses and ask selected groups to explain or describe their response (1 - 2 minutes) as time allows.

Suggestions for Trainer Script for Debriefing Activity:

You have all been working hard in your groups on responses to these questions regarding best practices for inclusive education. At this time we are going to review guidelines for inclusive education that list its basic parameters. These guidelines were developed by the PEERS OUTREACH project for the State Department of Education and with local districts designing inclusive education options. They were developed and have been revised frequently to be responsive to districts and schools, and to ensure the integrity of the term inclusive education. You have all of these in your handout. We have divided them into Givens that must be in place as inclusive education is implemented, and Keys to Success that schools and districts are working to achieve.

(Go through each point on each of the two overheads. Below is an example of how you might relate a group's response to a particular point).

The first element in Keys to Success is general and special education collaboration. I notice that the group that took on this question "what is collaboration?" has drawn a flow chart that shows collaboration as a multi-person process to meet specific goals, and among those goals are the practices listed here: ensuring meaningful participation...etc. Their graphic clearly depicts the need to have multiple perspectives in order to have collaboration, and also reminds us that collaboration is the means to an end. It is also a difficult process when it is new to many of us, and it is important that we reward ourselves along the way for our own progress in working together.

Introductory Session
Activity Five: Overhead

Directions for Group Activity on Essential Practices:

6a. Graphic Response

1. Take a set of multi-colored markers and blank chart paper.
   Take your assigned question chart(s) and review them as a group.
   (5 minutes)

2. Discuss, clarify and/or interpret responses as a group. (5 minutes)

3. Illustrate the group's consensus on the best practices for this question by designing a graphic representation or drawing a picture of the response. Be as creative as you wish! (10 minutes)

4. Hang your chart on the wall.

6a. Written Response

1. Take a set of multi-colored markers and blank chart paper.
   Take your assigned question on charts and review the responses as a group. (5 minutes)

2. Discuss, clarify and/or interpret responses as a group. (5 minutes)

3. Write an overall response that represents the group's consensus of the best practices related to this question. (10 minutes)

4. Hang your chart on the wall.

GUIDELINES: INCLUSIVE EDUCATION / SUPPORTED EDUCATION

GIVEN:

1. Membership in age-appropriate general education classrooms in home schools or magnet school
2. Movement with peers to next grade
3. No special class for included students
4. Maintenance of at least special class support levels
5. Appropriately credentialed teachers provide supervision of staff and monitor IEPs
6. Supplemental instructional services are provided in integrated school and community environments
7. Disability type or severity does not preclude involvement; decision is made by each IEP team

Neary, T. & Halvorsen, A. (1995). PEERS OUTREACH Project, Hayward, CA, CSU Hayward, Special Education Option, Education Psychology

GUIDELINES: INCLUSIVE EDUCATION / SUPPORTED EDUCATION

KEYS TO SUCCESS:

1. General and special education collaboration
    a. ensure full participation
    b. adapt core curriculum and materials
    c. provide systematic instruction

2. Effective instructional strategies are implemented, e.g.,
    a. cooperative learning
    b. activity based instruction; active learning
    c. learning in context (i.e., whole language)
    d. attention to learning styles, multiple intelligences

3. Regularly scheduled collaborative planning meetings occur

4. Students with special needs are part of the class count

5. Ability awareness is infused within curriculum

6. Transition planning occurs for grade and school changes

7. Necessary waivers are obtained

8. Inclusive education is part of school restructuring efforts

9. Information and training about inclusive education are provided to staff, students and families

Neary, T. & Halvorsen, A. (1995). PEERS OUTREACH Project, Hayward, CA, CSU Hayward, Special Education Option, Education Psychology

Introductory Session
Bringing It Home to Our Schools

Activity 6: Awareness Level Session

Time: **1:00 - 1:45 (45 Minutes)**

Materials and Equipment needed:

- Overhead projector and screen
- Two sentence strips per person
- Extra sentence strips (at least four) for tables
- Markers for each person
- Masking tape for each table
- Schedule of activity on overhead

Directions to Trainer:

Note: Remember that you first introduced this activity when you reviewed the agenda at the start of the day. ("Be thinking about what education should look like from the perspective of your role.") The purpose of this activity is to give participants an opportunity to articulate their personal visions for education from their individual roles or perspectives, a chance to dream. It's important to have a "mix of roles" in each group so that a variety of perspectives is represented. If this is not the case, you will want to regroup as people return from lunch by assigning people across roles in advance through a number system: look at the registration list; give, e.g., general ed teachers a #1, parents a #2, related services a #3, special educators a #4, principals a #5, paraprofessionals a #6, etc. People will then have a number on their name tag that reflects the group they will meet with later. Each table will have at least three roles represented.

The activity begins with each individual at the table thinking and responding with a sentence to the questions "What do I believe about education for all students?/What is a quality education and what would it or does it look like from my perspective?" Give an example of how various responses might be generated, e.g.:

> "What would it look like for my child?" (parent)
> "What would it look like for my classroom?" (teacher)
> "What would it look like for our school?" (principal)
> "What would it look like for our community?" (superintendent)

and variations of these. Individuals write their statement on a sentence strip. The second phase of the activity is sharing visions across roles or participants in each small group, and then negotiating to reach a consensus on a vision together. Participants then put these up somewhere on the walls of the room, walk around and read those of other groups.

Schedule

1:00 - 1:05 (5)	Introduce activity.
1:05 - 1:15 (10)	Participants write individual vision.
1:15 - 1:30 (15)	Share across roles.
1:30 - 1:40 (10)	Combine into one vision, walk around, read each other's.
1:40 - 1:45	Debrief

Suggested Script

When we talk about what makes an effective school or classroom, what makes things work for kids, there are many perspectives from which this question can be viewed. We've asked you to get into these diverse role groups at this time to have a chance to hear about other's dreams, and to share your own. Sometimes we need to be given permission to dream, to envision what we really believe education should be, since it is only by doing so that we can begin to think about how we might achieve these things. There are sentence strips on each table. I'd like to ask you first to think and write from your own role or perspective (give example) then share with others in your group, and then develop a combined statement which is characterized by multiple perspectives, or many different visions. So, first (show overhead and go through schedule).

Activity 6
Vision Overhead 1

Multiple Visions Activity

1:00 - 1:05 (5)	Introduction of activity.
1:05 - 1:15 (10)	Individual visions on sentence strips.
1:15 - 1:30 (15)	Share visions across roles.
1:30 - 1:40 (10)	Reach consensus on combined vision - put up on wall. Walk around; read other group's visions.
1:40 - 1:45 (5)	Debrief

Activity 6
Vision Overhead 2

Example Questions

What would it look like . . .

Parent:	for my child?
Teacher:	for my classroom?
Principal:	for our school?
Board Member:	for our community?

Introductory Session
Activity 7: Instructional Strategies

Time: **1 1/2 hours (90 minutes) 1:45 - 3:15**

Materials and Equipment Needed:

- Overhead Projector
- Overhead Transparencies #1 - 9:
    - Instructional Strategies for All Kids (Adapted from Servatius, J. & Pitts-Conway, V., PEERS OUTREACH Institutes, 1994-5; and Johnson, K., BUSD, 1996)
    - Classroom Schedules - Elementary and Secondary (handout also)
    - Blank Schedule Sheet (handout also)
    - Student Descriptions (handout also)
    - Directions for Groups (two sets)
    - Participation Plan Blank and Sample (handout also)

Directions to Trainer:

1. Overview: This segment begins with the trainer's presentation of the key effective instructional strategies using concrete examples from classrooms and schools. This provides a "frame" for the activities which small groups will then undertake, including a) schedule/lesson analysis based on these strategies followed by large group debriefing, and b) further analysis of the schedule and potential adaptations with each group using a different student description of, e.g., a student with cognitive disabilities, a student who is academically advanced, a student with learning disabilities, a student who is highly active and easily frustrated, a student who is just learning English, and a student who has multiple disabilities. Following small group work, this activity is also debriefed with the large group.

1. Schedule

1:45 - 2:15	Lecturette on effective instructional strategies.
2:15 - 2:30	Small group schedule analysis.
2:30 - 2:45	Debrief and build new schedule.
2:45 - 3:00	Second analysis and adaptation (student descriptions).
3:00 - 3:15	Debrief

3. Trainer's Script Suggestions and Sequence

(1:45 - 1:50) Provide background on current knowledge base regarding effective instruction for all students (e.g., constructivist orientation; kids making their own knowledge by directly participating in learning). Note that many have underscored the need to make schools more like the world (e.g., When was the last time you heard anyone say "don't talk to your neighbor" or "keep you eyes on your own paper" outside of school!). The constructivist theme accents activity-based, cooperative learning situations to help students acquire the team-building, interdependent and critical thinking skills they need. Talk about how the role of the general education teacher changes as we move toward more constructivist classrooms. The teacher becomes more of a facilitator of learning, not the expert on all. There may be much more up-front preparation for teachers in designing cooperative active learning sessions, but the "payoff" comes in students learning and the fact that, given all this front-end work, students are carrying the bulk of the lesson themselves. You might contrast this to the example of having students read a chapter and answer the questions at the end of it. Then you the teacher take those 10 x 30 questions home to grade them. Who worked harder in this example? Isn't the point of learning to have the students engaged? (Example from Meredith Fellows, Schools Are For All Kids Training, 1992.) Finally, you should point out that it is no longer satisfactory to equate "providing a service" with an outcome. In other words, educators cannot leave it at "we did the teaching; we provided the service; I can't help it if s/he didn't learn". We need to be continually looking at the results of our teaching, at the outcomes for students, and we need to help our colleagues distinguish between these two.

(1:50 - 1:55) Show overhead #1 - Special Learners in General Ed Classrooms: Characteristics of Effective Curricula. Discuss each one and question the group as to whether they think these are important only for students with disabilities or for all students.

(1:55 - 2:10) Move to the next overheads #2 and 3 - Instructional Strategies for All Students. Go through each point providing specific examples from your own experience and observation. Emphasize maximizing active engagement and creating a cooperative, inclusive classroom climate. Discuss, answer questions.

(2:10 - 2:15) Present Classroom Events Schedules (overhead #4, #5 and handout). Direct into small groups. (Use groups from Activity 7.) Put up Group Directions (overhead #6) and ask them to analyze the schedule given these characteristics of effective instruction.

(2:15 - 2:30) What would they change, if anything, in timing, groupings, type of instruction, etc.? Ask each group to select their reporter, recorder, facilitator, time-keeper.

(2:30 - 2:45) Bring group back together (they stay in small groups but turn to trainer). Select reporters to share one idea that their group generated that would improve the schedule; i.e., changes in either a) time b) content covered c) groupings or type of presentation/instruction, d) order of activities, etc. On the overhead #7, Blank Schedule, build new classroom events schedules from the groups' ideas.

(2:45 -3:00) Give each group one of the written Functional Student Descriptions. Direct them to look at the revised schedule and determine if there are any further changes or adaptations that they would want to make to address this student's needs. Complete a student participation plan for the student (handout). Ask participants to plan to explain their decisions and discussion.

(3:00- 3:15) Debrief the student plans using overhead for each student description and participation plan blank. Be sure to use every opportunity to point out similarities among students, the ways in which each adaptation suggested might benefit other students, and to emphasize that those good teaching skills work across students.

Special Learners in General Ed Classrooms: Characteristics of Effective Curricula

(from a recent text)

1. Link instruction to present skill level.
2. Provide frequent authentic assessment.
3. Focus on mastery of core skills.
4. Provide sequence and continuity.
5. Pace individually.

Instructional Strategies for ALL Kids
Strategies to promote engagement in learning

Give clear directions using a variety of prompts: oral, written and visual-graphs, pictures.

Use detailed step-by-step *visual models* for complex new skills. Build on visual models with reinforcement, assistance, and opportunities for individual practice (praise, prompt and leave).

Encourage frequent student responses to minimize error repetition.

Provide a variety of types of response opportunities: oral, choral, written, individual, group, paired.

Provide or create positive feedback opportunities.

Help students to develop study and organizational skills and strategies.

Use technology to support and augment instruction and learning.

Use alternative forms of assessment that are embedded and authentic.

Instructional Strategies for ALL Kids

Strategies to promote learning and a climate of inclusion

Employ multi-level curricular strategies: students working in same subject area on different levels.

Use heterogeneous grouping, but especially cooperative learning.

Provide low-risk practice opportunities, like *Think-Pair-Share* or *Numbered Heads Together*.

Use cooperative strategies, such as *Jigsaw*, for test preparation.

Integrate peer tutoring, buddy systems.

Use assessment systems which reward cooperation: e.g., provide value-added for high group performance.

Classroom Events Schedule
(3rd Grade)

8:30 - 8:45	Flag Salute, Current Events, Calendar, Daily Planning
8:45-10:15	Language Arts
8:45-9:15	Teacher leads a discussion on Charlotte's Web, the core literature selection currently being read by the class. Today's topic is the personality similarities between the human and animal characters in the story. Skills Used: Listening, staying on the topic, comparing and contrasting, similarities and differences, taking turns
9:15-9:45	Each student creates a storyboard showing 5 main events of Charlotte's Web, in order. Skills Used: Creative thinking, drawing and writing captions, sequencing.
9:45-10:15	Individuals share their storyboards and tell about the process that was used to create them. Each student will write a summary of the events of the morning. Skills Used: Listening, speaking before a group of 30, analyzing accomplishment, writing, summarizing.
10:15-10:30	RECESS
10:30-10:45	Multiplication time-test. 100 facts. Skills Used: Remembering, writing.
10:45-11:15	Teacher lectures and demonstrates estimating for long division. Students work ten sample problems with a partner. Skills Used: Listening and understanding abstract information, working with a partner, finishing independent work.
11:15 -11:45	Science lesson in spiders: habitat, diet, activities, prey. Skills Used: Listening, paying attention.
11:45	LUNCH

Overhead #5

Lesson Schedule

11th Grade American Literature:
Great Gatsby

50-minute period

9:50 - 10:05	Silent Reading
10:05 - 10:20	Answer worksheet questions on chapter reading.
10:20 - 10:30	Large group discussion of questions
10:30 - 10:40	Begin essay on motivation of selected character in Gatsby.

Group Directions

1st Activity

1. Select reporter, recorder, facilitator, time-keeper.

   In your team of 4 people, examine the Classroom Events Schedule. Talk about the morning schedule and how it might be improved to provide better instruction for ALL students.

2. Discuss specific changes to each segment in terms of **timing, groupings, type of instruction, content**, and record on schedule blank.

Classroom Events Schedule

Time	Lesson Activity	Skills Used

Group Directions

2nd Activity

1. Group reviews student description individually. (3 - 5 minutes)

2. Decide whether further adaptations or specific participation plans are needed in any/all segments of the revised schedule. Fill out participation plan as needed. (10 - 12 minutes)

3. Report to large group. (10 minutes)

CLASSROOM PARTICIPATION PLAN

Student______________________________ **Room**_____________

Objectives to be addressed: 1. 2.	**Objectives to be addressed:** 1. 2.
Activity: **What the class does:** **How** ____________ **participates:**	**Activity:** **What the class does:** **How** ____________ **participates:**

DAY TWO

Introductory Session

Activity 8: Research Jigsaw on Outcomes

Time: **8:45 - 9:30 (45 Minutes)**

Materials and Equipment needed:

- Overhead projector and screen.
- Copies of research articles for all.
- Sets of abstracts of 4 articles for 4 groups (or 2x as many if it's a large group - 2 groups each do same article).
- Cards assigning numbers to people (1-4 or 1-8) to be attached to articles. To facilitate transitions, be sure this reseating occurs on return from break at 10:40 a.m., before Activity Five.
- Note-taking sheets for each person.
- Bibliography of studies.

Directions to Trainer:

The purpose of this activity is to provide participants with an overview of current research on the best practices and outcomes of inclusive education for students with and without disabilities, and for teachers. The activity is structured to accomplish this in an interactive manner utilizing a cooperative grouping strategy, the jigsaw. Home groups for this jigsaw are participants' tables. Expert groups will be the numbered group they are assigned to by cards with numbers, where they read and discuss one particular study. Following expert grouping activity, they will return to their home group where a representative(s) from each expert group report and interpret their study to the home group. Copies of the full studies will be in participants' packets or handed out to all participants at the activity's close.

Schedule

8:45	Introduce jigsaw with overhead of schedule.
8:47	Transition to expert groups.
8:50 - 9:10	Read and discuss abstract in expert group.
9:10 - 9:30	Return to home group. Each expert spends 3 minutes describing study's outcomes to group.

Suggested Script for Trainer

You've heard a lot about what inclusive education looks like and how it's working in schools. We would like to take this opportunity to share some research results with you. We're going to do this through a jigsaw activity, where you'll have a chance to read an article summary or abstract and discuss it with others from different tables, your "expert group" on that study, and then bring back that information to others at your home table. (Show overhead with times; explain it and leave it up.) You will all also receive copies of the full articles as well as a bibliography of other research reports. Let's transition now to our numbered group.

Activity 8
Overhead 1

DAY TWO

Research on Outcomes
Jigsaw Activity

8:45	Transition to numbered expert group.
8:50 - 9:10	Read and discuss abstract in expert group.
9:10 - 9:30	Return to home group. Select time-keeper. Take 3 minutes each to review study outcomes.

Each participant picks up bibliography and full article copies following activity.

Activity 8
Handout

NOTE-TAKING DISCUSSION GUIDE

ARTICLE 1	2	3	4
1. STUDY'S TARGET (WHO)			
2. OUTCOMES INVESTIGATED			
3. RESEARCH FINDINGS			
4. IMPLICATIONS			

Can inclusive education work for students who are deaf-blind? Goetz (1993).

Students who are deaf-blind present unique support requirements when they are included as full-time members of regular education classrooms. The three major areas that full inclusion programs must include in supporting deaf-blind students are:

1. Curriculum development. Programs must ensure that the student has access to experiential learning, functional life skills, and participation in the academic curriculum. An example of contextual curriculum development was presented a as one solution to this issue.

2. Specialized services. The need for multiple specialized services, including, for example, Braille, sign language, and interpreters must also be addressed in inclusion programs. Collaborative teaming, in which team members share a common vision of desired outcomes and common commitment, is suggested as one way to utilize expertise available from each team member.

3. Social inclusion. Inclusion programs must ensure that the student who is deaf-blind is a valued and active member of the social community in the classroom and school. Staff modeling and facilitation of natural interactions, and the use of Circles of Friends, are two recommended practices.

The database for how to achieve effective inclusion for all students is still emerging; these three areas offer issues and proposed solutions of particular relevance to students who are deaf-blind.

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"I've counted Jon": Transformational experiences of teachers educating students with disabilities. Giangreco et al. (1992)

Nineteen general education teachers (grades K-9) were interviewed about their experiences, including a student with severe disabilities/deaf-blindness as a full-time classroom member. Analysis of the interview data revealed the following themes:

1. While all teachers had volunteered to accept a student with disabilities in their classrooms, initially responses to the placement were cautious or negative, e.g., "scared," "nervous," "angry," "worried" were terms they used.
2. Teachers felt a lack of ownership of the students with disabilities.
3. Over the course of the school year, 17 of the 19 teachers underwent gradual and progressive transformation in attitudes. Responsibility for the student's educational program, and personal interactions with the student, both increased.

When asked what was helpful in achieving this transformation, teachers who found support personnel helpful noted that these personnel

1. had a shared framework;
2. were physically present;
3. validated the teacher's contribution, and
4. participated in team work.

Teachers also reported that students with disabilities became aware of and responsive to class routines, and acquired discrete skills. Classmates developed awareness of the needs of students with disabilities, which some teachers felt indicated an increased level of social/emotional development. "It makes you stop and think about an awful lot," was a representative comment from a nondisabled peer.

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Activity 8: Article 3

STUDY SUMMARY: ACHIEVEMENT BY ALL STUDENTS WITHIN THE CONTEXT OF COOPERATIVE LEARNING GROUPS

(Hunt, P., Staub, D., Alwell, M. & Goetz, L., 1994, Journal of the Association for Persons with Severe Handicaps, 19(4), 290-301)

Setting and Participants

This study was conducted in three second grade classrooms in two Bay Area school districts, where one member of each class was a student with multiple severe disabilities. In each class the participants in the study included the child with disabilities, members of his/her cooperative group, and members of a second cooperative group that did not include a child with disabilities.

Included students were supported in their classrooms by special education support teachers and paraprofessionals who utilized systematic instructional techniques as well as "informal facilitation strategies" (p. 291) to assist them in learning and social endeavors. In addition to individualized levels of in-class support, consultation was provided as well to the general education teacher along with any necessary curricular/materials adaptation.

Abel, Jessica and Victor were the three included students. Abel was eight and experienced severe physical and intellectual challenges, relying on vocalizations and facial expressions for communication and socialization. He used a wheelchair and other positioning equipment and had little hand or arm use. His Individual Education Plan (IEP) focused on basic skill bjectives (motor, communication, social) to be instructed in the context of typical second grade activities.

Jessica, who was nine, also did not speak, and had not acquired the use of an alternate symbolic system such as signing or picture use. She also utilized several vocalizations, expressions and movements to communicate preferences and to interact. She used a wheelchair and adapted chair and had initial grasping and releasing hand skills. Her objectives included an emphasis on using switch-activated devices (e.g., tape recorder) to make requests, holding her head up, making choices using switches, etc.

Victor experienced autism and severe intellectual disabilities. He was seven, and engaged in some vocalizing. He used nonverbal behavior such as grabbing, reaching, pushing an adult toward an object, etc., to make his preferences known. He would cry or leave an undesired situation. He could walk and run but had some problems with coordination. He was using a small communication pictorial book for requests, and his IEP focused on communication, social, motor and self-care objectives such as greeting others, using classroom materials appropriately, turn-taking, etc.

Method

Cooperative group instruction focused on an 8-10-week daily math unit on geometric shapes in the two boys' classes, and on money concepts in Jessica's class. Students were randomly assigned into seven to eight groups of four. Additional adult support included periodic parent volunteers, university practicum students and/or special education staff. At unit's completion, all students were assigned to new groupings for math or art. This provided an opportunity to examine students' skill generalization across people/activities.

One motor and one communication skill objective were selected for emphasis for each student and the specific expected responses were defined; for example, Jessica was expected to hit a switch activating the voice message "Yes, I want a turn" when asked "Do you want a turn?" Classroom teachers identified the geometric and money concept objectives for the unit and designed 8-10 item tests of achievement. All general education students completed a pre-test and post-test.

Design

A multiple baseline research design was used to analyze skill acquisition by the three targeted students and a pre-test - post-test control group design was used to evaluate the math/money skill achievement of general education students. The control group was randomly selected in each case.

Procedures

With gradually fading assistance from an instructor, the typical peers in the cooperative learning groups provided cues, prompts and consequences to promote the learning of the member with disabilities (p. 290). Prior to the intervention, project staff met with each group and described the skills that students were learning, asking peers to provide cues that would, e.g., signal the student to communicate or pass materials, etc. During the intervention phase, peers were assisted to provide both cues, assistance and positive feedback when appropriate. Brief review meetings occurred before each math session, and staff reminders during sessions were gradually reduced to zero.

After the unit's completion and student reassignment, project staff met with the new groups but did not provide information on prompting or reinforcement procedures used in the previous group. Peers were informed about the ways the student had learned to participate.

Results and Discussion

The three students with disabilities demonstrated the targeted skills within the first cooperative groups and generalized them to newly formed groups later. Tests of achievement by typical peers indicated that they all performed as well as members of the control group which had not included a child with disabilities. Both the target and control groups significantly increased their knowledge in the specific academic areas, so there was no negative impact on students from working with another child. Equally important is the fact that students with severe multiple disabilities were able to learn to independently perform communication and motor skills within the context of academic activities. As the authors note, it is the challenge of educators who support and promote inclusive education "to contribute to the design of educational contexts and processes" that allow students to have meaningful and successful participation in the academic activities of the school day (p. 299).

Activity 8: Article 4

STUDY SUMMARY: FOUR PORTRAITS OF FRIENDSHIP IN AN INCLUSIVE SCHOOL

(Staub, D., Schwartz, I.S., Gallucci, C. & Peck, C. 1994, Journal of the Association for Persons with Severe Handicaps, 19(4), 314-325)

The study was conducted in a suburban elementary school with more than 700 students, which had been an inclusive school for four years. Eight K-6 students with moderate and severe disabilities attended their age appropriate general education classes. The study focused on four general education students nominated by their teachers to participate who were observed to represent the range and diversity of relationships between disabled and nondisabled students at the school, and who had specific, unique information they could contribute. A combination of weekly classroom observations (October-June) using ethnographic field notes, videotaped samples of the school day at the beginning and end of the school year and semi-structured interviews formed the data collection process. Interviews were conducted with participant students, classroom teachers, instructional assistants and parents of the students with and without disabilities to obtain information regarding students' relationships. Extensive analysis of the data according to qualitative research techniques was conducted prior to writing the case studies, and feedback on each was solicited from the teachers and parents. Segments of each type of data were selected which described interactions between the participant and others, or that described what these interactions meant to the child or others. A brief summary of each case study is included here.

Aaron

Aaron, who is 12, was described as a "boy's boy." He enjoyed goofing around, bike riding, building tree forts and was described as an underachiever in school by his teacher. However, his teacher also noted that he had begun to take on more responsibility, and he was reported to "find joy" in his relationship with Cole, another sixth grader, who experienced severe disabilities. His relationship with Cole often took on a caretaking tone, as he helped him with his work, explained how his behavior affects others, and watched out for him. His teacher said this relationship had provided Aaron with a leadership role that was new to him. However, this was not Aaron's description of their friendship. He talked about their mutual fun: "He's funny, he has humor, he's a joker too." The investigators interpreted their relationship as one with many layers of meaning. Aaron has increased his status in the class, and has gained Cole's unconditional acceptance and trust. The two boys were slated to attend different junior high schools, and Aaron has expressed sadness about this, and asked if he can stay in touch with Cole over the next year.

Deanne

Deanne attended a multi-age K-2 classroom of 55 students team-taught by two teachers with several assistants and volunteers. One observer described this vibrant classroom as "controlled chaos." Deanne was a kindergartner and Karly a second grader. The two, both described as shy and hesitant, often sat together, arms entwined, and seemed to find security in each other in the midst of the very hectic activity around them. This trusting, caring relationship was described as reciprocal, with Karly supporting Deanne when she was upset, as well as the reverse. Deanne had recently won an award for science invention: she designed a wheelchair swing on her own! Their relationship was depicted as one which led them both to a comfortable and safe position, allowing each to "find her place in the larger scheme of things" (p. 320).

Theresa

Theresa and her friend Cathy are sixth graders who had been in the same class "family " for three years, and had been friends since third grade. They were in the same class as Aaron and Cole, and Theresa was described as a well-liked girl who was follower and helper, and who was becoming more socially connected to others. Theresa initiated helping Cathy, prompting her, being excited about her achievements, and clearly knew Cathy's likes and dislikes. She would let the teacher know if Cathy didn't understand what was happening. However, Theresa's closeness to Cathy began to decrease as Theresa began developing relationships with other students in the class. In addition, Theresa reported that she sometimes felt as if she were being treated as Cathy's babysitter "....but I was just her friend." At the same time, although they may have been growing apart, Theresa had expressed concern about Cathy in junior high school, worrying what would happen if she's not there to assist her.

Joshua

This fifth grader attended class with Sam, who had severe disabilities. Their traditional didactic classroom meant that students spent a lot of time being directed or lectured to, or doing individual work. Joshua was often seen as the "class clown," purposely doing things he wasn't supposed to, in order to the be the center of attention and test his independence from the teacher. At the same time, Joshua spent a lot of time helping students out, especially Sam, guiding him into the library to get his lunch at lunchtime, offering some of his food that Sam showed an interest in; and demonstrating that Sam's occasional aggressive behavior did not intimidate him. Their teacher reported that Joshua served as an important role model for Sam socially, demonstrating age-appropriate behavior and interaction, and Joshua's mother spoke about the value of the relationship for both children, so that all people learn to get along together.

Similarities observed across the four relationships were that all had their roots in nontutorial contexts. Nondisabled students were not asked to assume an instructional or supervisory role prior to the development of their friendship. In all cases, various strategies had been employed to facilitate the social inclusion of students with disabilities, such as ability awareness, provision of childrens' literature on disabilities, weekly curricular themes on disability at the outset of the year, however, none of these focused on a helping paradigm. In two cases teachers had depended increasingly on peers for their assistance to their friend (Aaron, Joshua). In one case teachers tried to alter the relationship (Theresa) by asking the student to serve as tutor/caretaker. The student and her parents were clearly not supportive of this change.

A second similarity was the support for inclusion stated by all of the students' parents, and particularly of their child's relationship with the student with disabilities.

The data suggested that all had rich and varied relationships with their classmates with disabilities, which were facilitated by the school environment. One exception to the increasing helper role that developed for three students was Deanne and Karly, who appeared to have the most reciprocal relationship. The investigators reported that each brought unique needs and these were met on an equal basis.

Multiple levels of complex relationships were examined over time in this study, which provided some insight into the richness and diversity of friendships between students with and without disabilities. In particular, the data showed that children and adults attributed different meanings to those relationships, with adults often seeing peers as an instructional resource in the classroom. An important issue for future research would be to examine whether there is tension between the roles of friend and helper/tutor/caretaker, and how playing both roles may affect a friendship.

Finally, the authors noted that skeptics may inquire as to whether these were "real friendships" (p. 324). They quoted the Bellah, Madsen, Sulwah, Swindler & Tipton (1985) finding that traditional friendship has three essential components:

- enjoyment of one anothers' company;
- usefulness to each other
- sharing of a common commitment to the good

(p.115, cited in Staub et al, 1994). All of the friendships studied appeared to meet these criteria.

DAYTWO

Introductory Session

ACTIVITY 9: THE CHANGE PROCESS

Time: **60 Minutes (9:30 - 10:30)**

Materials and Equipment needed:

1. Paper and pencils for Quick-Write Activity
2. Overhead projector and screen
3. Overhead transparency of Quick Write Stages of Concern, and handout and charts of stages.
4. Copies of role play scenarios and 2 volunteers to assist in enactment (Brief them beforehand).
5. Labels of stages to be worn by role players.
6. Charts and markers around room
7. Concerns - Based Adaptation Model (CBAM) material (Hord et al, 1987) pp. ________
8. M. Shevin's table "Them" and "Us" on overhead transparency and handout

Directions and Script Suggestions

1. Brief volunteer role players on day one for this activity.
2. Direct participants to think about and do a 3-minute quick-write of concerns they have or have had in the past about inclusive education.

3. Immediately following the quick-write, enact the role plays with 2 trainers and 2 volunteers. After each role play, in which different stages of concern are represented, and responded to, ask participants if they recognize their own concerns in the role play. As volunteers respond, explain the meaning of each label in the stages model. (awareness, informational, personal, management, consequence, collaboration, refocussing). Point out the variety in participants' concerns, and emphasize that anyone may have any or all of these concerns at a particular time, and that people often reflect different levels of stages of concern, which is fine, and can make for a better change process for all, since we can assist each other with these issues. **(20 minutes)**

4. Move to the overhead or chart of stages of concern and provide some background on the Concerns-Based Adaption Model developed by Hord et al. Do a brief lecturette (5 minutes) about change. Note that we are all experiencing continual societal changes, and as educators we are often at the heart of these changes in terms of economics, diversity of our population, etc. We have the greatest need for flexibility. Inclusive education is just one small area of change, and it is part of our role as educators to assist families and students to deal with these changes in a positive way. For these reasons, it's critical that we spend time addressing peoples' legitimate concerns in our schools, on an ongoing basis, and that we acquire tools that will assist us in doing so. Point out that often our concerns about inclusion have resulted from our own beliefs, misinformation or stereotypes about people with disabilities, which are a direct result of the past isolation or segregation

of people, much as was the case prior to the racial desegregation of our schools. **(10 minutes)** Use the Meyer Shevin "They & Us" overhead to illustrate this point. Show the "us" side first, "they" side next. **(10 minutes)**

5. Direct participants to work with others at their tables (or teams) to label or characterize their concerns in terms of the stages and to brainstorm potential responses, strategies and/or actions which may address these concerns in their home schools and districts **(10 minutes).** Ask them to select a recorder, reporter, facilitator, timekeeper.

6. Debrief by soliciting from reporters and charting responses. **(10 minutes)**

LANGUAGE OF US AND THEM

By Meyer Shevin

We like things	They fixate on objects
We try to make friends	They display attention seeking behaviors
We take a break	They display off task behaviors
We stand up for ourselves	They are non-compliant
We have hobbies	They self stimulate
We choose our friends wisely	They display poor peer socialization
We persevere	They perseverate
We love people	They have a dependency on people
We go for a walk	They run away
We insist	They tantrum
We change our minds	They are disoriented and have a short attention span
We have talents	They have splinter skills
We are human	They are ???

Activity 9

RESOURCE HANDOUT:

Strategies For Addressing Concerns In The Facilitation Of Change

A first step in change is to know what concerns the individuals have, especially their most intense concerns. The second step is to respond to those concerns. Unfortunately, there is no absolute set of universal prescriptions, but the following suggestions offer examples of interventions that might be useful.

Stage 0 - *Awareness Concerns*

a. Involve all stakeholders in discussions and decisions about inclusive education.

b. Share enough information to arouse interest, but not so much that it overwhelms.

c. Acknowledge that a lack of awareness is expected and reasonable, and that no questions about inclusive education are foolish.

d. Encourage unaware persons to talk with colleagues who know about inclusive education.

e. Take steps to minimize gossip and inaccuracies about inclusive programs.

Stage 1 - *Informational Concerns*

a. Provide clear and accurate information about inclusion.

b. Use a variety of ways to share information - verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.

c. Have persons who have successfully included students in other schools visit with your school. Visits to those schools could also be arranged.

d. Help teachers see how their current practices are related to the inclusive education effort.

e. Be enthusiastic and enhance the visibility of others who are excited.

Stage 2 - *Personal Concerns*

a. Legitimize the existence and expression of personal concerns. Knowing these concerns are common and that others have them can be comforting.

b. Use personal notes and conversations to provide encouragement and reinforce personal adequacy.

c. Connect these individuals with others whose personal concerns have diminished and who will be supportive.

d. Show how inclusive education can be implemented systematically. It is important to establish expectations that are attainable, with specific goals and timelines.

e. Do not push inclusion so much as encourage and support it while maintaining expectations.

Stage 3 - *Management Concerns*

a. Clarify the steps toward and components of an inclusive classroom.

b. Provide answers that address the small specific "how-to" issues that are so often the cause of management concerns.

c. Demonstrate exact and practical solutions to the logistical problems that contribute to these concerns.

d. Help teachers sequence specific activities and set timelines for their accomplishments.

e. Attend to the immediate demands of the inclusive effort, not what will be or could be in the future.

Stage 4 - *Consequence Concerns*

a. Provide these individuals with opportunities to visit other settings which are inclusive and to attend conferences on the topic.

b. Don't overlook these individuals. Give them positive feedback and needed support.

c. Find opportunities for these persons to share their skills with others.

d. Share information about the results of inclusive programs for kids, staff, etc.

Stage 5 - *Collaboration Concerns*

a. Provide these individuals with opportunities to develop skills necessary for working collaboratively.

b. Bring together those persons, both within and outside the school, who are interested in collaborating to help inclusive education develop.

c. Help the collaborators establish reasonable expectations and guidelines for the collaborative effort.

d. Use these persons to provide technical assistance to others who need assistance.

e. Encourage the collaborators, but don't attempt to force collaboration on those who are not interested.

Stage 6 - *Refocusing Concerns*

a. Respect and encourage the interest these persons have for finding a better way.

b. Help these individuals channel their ideas and energies in ways that will be productive rather than counterproductive.

c. Encourage these individuals to act on their concerns for program improvement.

d. Help these persons access the resources they may need to refine their ideas and put them into practice.

e. Be aware of and willing to accept the fact that some of these persons may wish to significantly modify the existing ways that inclusive education is accomplished.

Individuals do have concerns about change, and these concerns will have a powerful influence on the development of an inclusive school. It is up to those who lead the change to identify concerns, interpret them, and then act on them.

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* Adapted from Hord, S.M., et al. (1987). Taking Charge of Change. ASCD: Alexandria, VA. and from Servatius, J., Fellows, M., & Kelly, D. (1990). San Francisco: SFSU, California Research Institute.

Activity 9

The Change Process in Schools
Assessing Individuals' Stages of Concern

Quick-Write (3 minutes)

One way to learn about individual concerns is to ask each to respond in writing to an open-ended question. For example:

> When you think about our school including students with disabilities into general classrooms, what are you concerned about? (Do not say what you think others are concerned about, but only what concerns you have now.) Please be frank and respond in complete sentences.

[See Newlove, B.W., & Hall, G.E. A Manual for Assessing Open-Ended Statements of Concern About an Innovation.. Austin: Research and Development Center for Teacher Education, The University of Texas, 1976.]

Adapted from Servatius, et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

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Activity 9

The Change Process in Schools
The Concerns-Based Adaption Model (CBAM)
Stages of Concern About Change

Stage of Concern	Expression of Concern
6. Refocusing	"I can think of some ways we can make our inclusive program even better than it is."
5. Collaboration	"I am concerned about relating what we're doing to include more students with disabilities to what other teachers are doing."
4. Consequence	"How will this inclusive education effort affect the rest of my class?"
3. Management	"I don't know how to organize/manage such a diverse classroom. I have only so much time and energy."
2. Personal	"How will inclusion affect me and my work load?"
1. Informational	"I would like more information about inclusive education and what it means."
0. Awareness	"What are you talking about?"

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

Activity 2

The Change Process in Schools
The Concerns-Based Adoption Model (CBAM)
Stages of Concern About Change

Stage of Concern	Expression of Concern
6. Refocusing	
5. Collaboration	
4. Consequence	
3. Management	
2. Personal	
1. Informational	
0. Awareness	

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

The Change Process in Schools
Note-Taking Guide

1. Change is a process, not an event.

2. Change is accomplished by individuals.

3. Change is a highly personal experience.

4. Change involves developmental growth.

5. Change is best described in operational terms.

6. Focus must be on individuals, the change, and the context.

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

The Change Process in Schools
Implications of Individuals' Stages of Concern for the Leader

1. Be sure to focus on individuals' concerns as well as on the inclusive education plan itself.

2. Be clear that it's all right to have personal concerns.

3. Take time.

4. Recognize that students, teachers, parents and administrators may all have different concerns.

5. Within any one group, there may be a variety of concerns.

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

Activity 9

Analysis:
Applying What We Know About Stages of Concern

1. Select a recorder, reporter, facilitator, and timekeeper.
2. Discuss your concerns noted during the Quick-Write Activity.
3. Which stages of concern characterize your group?
4. What strategies might be used to address those concerns? (You may wish to refer to the strategies resource list which follows.)

Concern #	Name of the State of Concern

Some Possible Strategies Are:

Adapted from Servatius et al (1990). SAFAK. San Francisco, California: San Francisco State University, CRI.

Materials # 4
Role Play Scripts

Activity 9: Change Process

Role Play #1

1. **Players**

Principal, elementary school

Special Education Administrator (Bill)

2 general education teachers

Place

Weekly faculty meeting

Script

Principal: (wears label - AWARENESS) So in summary, Bill, our Special Education Director is telling us that we will have new students with severe disabilities, as well as other mildly disabled students, included in our general grades next year. Bill, I for one need some background on where this is coming from and what the purpose is in bringing these kids here.

Administrator: Inclusion isn't new to the district, but I understand that it is new to your school. I would like to arrange with you for the best way to share more information beyond this meeting - perhaps visits to other schools?

Teacher #1: (Wears label - INFORMATIONAL) That would be great. I just need to know what it looks like. What do the kids think? How do they feel? What do parents feel about it? I have a lot of questions.

Teacher #2: (Wears label PERSONAL) Those aren't the only things as far as I'm concerned. I want to know just how this will affect me and all the teachers who receive included kids. How will this increase my workload? I'm sure it will, so how much?

ROLE PLAY #2

2. **Players:**

One Associate Superintendent - Jim
Two Principals - Maria, Larry
One Special Education Director - Gail

Place:

Following weekly principals' meeting.

Script

Principal #1 (Maria) (wears label "MANAGEMENT") Thanks, Gail for all you shared today. However, I need to have some specific information to bring this back to my faculty. For example, how are they supposed to organize their already diverse classes to accommodate such a range of ability? Do you have any thoughts on that, or some sample schedules and plans that we could see?

Principal #2 (Larry) (wears label "CONSEQUENCES") I need that and more. My staff are going to want to know how inclusion of kids with disabilities may affect the other students in the class. What do we know about that. Is there any research on it?

Director - Gail (wears label "COLLABORATION") First, I want to assure you that I have had all of these same concerns and I continue to think we must constantly evaluate how we're doing and make necessary changes that will make inclusion work effectively for students, staff, and families. There are resources available for workshops or presentations where we could share research, management strategies, "nuts and bolts" strategies. But what I would like to do is figure out with you and your staffs how to deliver this information in the most effective manner, and how to relate this process to other reforms your schools are already doing.

Associate Superintendent - Jim (wears label "REFOCUSING") - well, let's talk about that. That's a new way of approaching this, I think. You know Maria, you have the Healthy Start grant this year -- let's look at how this ties in. And Larry, aren't you working or expanding the Developmentally Appropriate Program to multi-grade groupings? Inclusions could really fit nicely there.

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Introductory Session

Activity 10: Action Planning

Time: **45 Minutes (10:45 - 11:30)**

Materials and Equipment Needed for Individual Action Planning:

1. Personal action planning forms.
2. Completed sample.
3. Overhead projector, screen and transparencies.
4. Needs assessment (e.g., PEERS OUTREACH criteria noted above as a sample to be taken back with them, but not used in this activity).

Directions to Trainer:

a. Overall Instructions - The purpose of the activity is for each individual to leave with at least one "next step" in mind. This first day is awareness level only and many participants a) will not be coming in teams and/or b) may be threatened by the notion of action planning for inclusive education if they thought they were coming just for information. Therefore, for awareness level only participants, the focus will be on obtaining information, and personal actions upon returning to one's school or district regarding sharing that information, etc.

b. Please Note: The Opening Activity (8:30 a.m.) directions need to be augmented to reflect that forms will be handed out at the beginning of the day so that participants can write down what they "need to know" adding questions and "answers" or strategies that they hear about throughout the day.

c. The trainer will ask participants to "Look at your first five questions. Do you know what you need to know? What do you want to do or know next?" This will then introduce personal action planing. The trainer will provide an example: sample questions followed by a personal action plan (5 - 10 minutes). Individuals will then get to work on their plan (5 minutes), do a pair-share with another person and give feedback on each other's plans (10 minutes), and then debrief as a large group with volunteers from various roles (parent, principal, superintendent, teacher, board member, related services staff, etc.) (5 - 10 minutes).

Activity 10

Personal Action Planning

1. Introduction of activity.

   Did you learn what you needed to know? (5 minutes)

2. Where do you want to go next?

   - Sample Personal Action Plan (5 minutes)
   - Individual review (5 minutes)

3. Pair and share. (10 minutes)

4. Large group debrief by roles. (5 minutes)

Activity 10
Overhead 1

Name: ______________________
Date: ______________________

Inclusive Education Introductory Session

Questions: What I Need to Know	Ideas/Strategies/Information Sources
1.	
2.	
3.	
4.	
5.	

Activity 10
Overhead 2

Name:____________________
Date: ____________________

Inclusive Education
Personal Action Planning

Issue	Action	Timeline

Activity 10
Overhead 3

SAMPLE

Name: Janet Lopez
Date: ____________________

Inclusive Education Introductory Session

Questions: What I Need to Know	Ideas/Strategies/Information Sources
1. Why do parents want this for their kids who have severe disabilities? Aren't they losing services?	1. Parent and school panel points: role models, expectations, social skills, learning more, part of community, good for nondisabled kids. Research - see Kappan, Jash, Ed Lead., etc.
2. What's the difference between inclusion and mainstreaming?	2. Member of general ed class - see guidelines handout. Districts mentioned: San Diego, SFUSD, Davis, etc.
3. How do general education teachers feel about this and what makes them feel OK about it if they do?	3. School panel responses - support staff, adaptations; resources, - plain talk video. (AGH Enterprises NH) also jigsaw article: I've Counted Jon (Exc. Children Journal)
4. How does one person generate interest in inclusive education in a district or school?	4. Talk with my peers, collect more info, visit schools, share the info with administration, use IEP process, work with parent groups to spread info about it.
5. What does a district or a school do first?	Task force or committee, collect info, assess interests and need.

Activity 10 **SAMPLE** Name: Janet Lopez
Overhead 4 Date: ____________

Inclusive Education
Personal Action Planning

Issue	Action	Timeline
1. Lack of information and understanding about inclusive education in my school and district.	1. Meet with my principal to	within next 2 weeks
	a.) share information and materials from the session and	
	b.) to propose doing an overview for faculty/school site council.	within 1 month
2. No current inclusive education program is available in my district.	2. Contact and arrange meeting with our special education director to share materials/info, and ask about any district plans toward inclusive education	within 1 month
	a.) Suggest other directors for director to contact in districts where it's happening, provide names and numbers. Volunteers to go with.	
	b.) Ask about possibility of starting on information-seeking group.	

CALIFORNIA CONFEDERATION ON INCLUSIVE EDUCATION: A Network of Coordination, Information, & Resource Exchange

Inclusive Education Needs Assessment

State Level

District Level

Site Level

A Statewide Systems Change Project with Representation from:
United States Department of Education
California State Board of Education and Department of Education
California State Universities at San Diego, Hayward and Los Angeles
Local Education Agencies

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California Confederation on Inclusive Education
Inclusive Education Needs Assessment
District Level

completed by: ________________________ **Date:** ____________

District/LEA: ________________________

Address: ________________________ **Phone:** ____________
FAX: ____________

Administrator: ________________________ **Phone:** ____________

Demographic/categorical information for the District:

☐ **Rural**
☐ **Urban**
☐ **Suburban**

Number of students who qualify for:

Chapter 1 ____________
LEP ____________
Bilingual ____________
Free/reduced lunch ____________

Population demographics	Number	Percent
African American		
Native American/Alaskan Native		
Asisan American/Pacific Islander		
Hispanic Origin		
White		

Grade levels included in district: ________________________

Total number of students enrolled in district: ________________________

Number of students with IEPs in district: ________________________

Number of students receiving RSP services: ________ **SDC services:** ____________

DIS services:(duplicated) ________ **(unduplicated)** ________

Number of students served in other districts: ***Included:** ________

***In SDC:** ________ ***RSP services:** ________ ***Segregated school:** ________

adated from Halvorsen & Neary, Implementation Site Criteria for Inclusive Programs. 1994

California Confederation on Inclusive Education

Inclusive Education Needs Assessment

Overview

The purpose of this needs assessment is to assist school districts and school sites in assessing the current status of inclusive education in order to develop a unified educational system which offers the option of inclusion for each student, and in particular, for students with the most challenging disabilities. The assessment is designed to identify areas of strength in current inclusive educational practices and also to identify areas where further development is necessary to ensure that inclusive education has the best opportunity for success.

The information gathered in this process will enable the agency to generate goals and objectives for a strategic plan for inclusive education. It is important to note that the use of this survey is for internal program development purposes only.

The plan developed by the agency builds on strengths and addresses the areas of need identified through this process. Specific actions delineated should include responsible individuals and timelines for ensuring goals and objectives are met.

The *District Level* Inclusive Education Needs Assessment is divided in the following areas:

1,. Policy

2. Resources

3. Accessibility

4. Personnel

5. Preparation

6. Students

7. Parents

8. Transportation

Format adapted from: Inclusion Practices Survey (1995). Institute for Community Inclusion (UAP). Graduate College of Education. University of Massachusetts/Boston.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Instructions

1. Complete the general information sheet.

2. Place an "X" in the box that best describes the implemtation of a particular practice in your school or district.

3. Place an "X" in the box that best describes the need for training and technical assistance for that particular practice in your school or district.

   It is intended that inclusive education support teams involved in completing this needs assessment will reach consensus on each item. Only when this is not possible after gathering additional information to reach agreement, the team will vote with the majority vote being acceptable to the team.

4. Note actions necessary to move forward at the end of each area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

General information

1. School District: ____________________ 2. Date: __________

3. Please indicate your position/role:

☐ parent/guardian

☐ general educator

☐ special/inclusion educator

☐ vocational educator

☐ instructional support staff (paraprofessional, job coach)

☐ related services staff

☐ central/administrative staff

☐ student

☐ other: ____________________

4. Please indicate the type of school/program you work in or, if you are a parent, the type of program your child attends: (check all that apply)

☐ early intervention program

☐ pre-school program

☐ elementary program

☐ middle school/junior high school

☐ high school

☐ vocational program

☐ other (please specify)

California Confederation on Inclusive Education

Inclusive Education Needs Assessment

1

Current placements:

Total LEA enrollment: ____________________ Grades served: ____________________

			Comments
1.	How many students receive special education services in the district?		
2.	How many students are served in special centers?		
3.	How many students are served in special day classes (SDC) in regular school sites?		
4.	How many schools are involved in inclusive education for students with severe disabilities?		
5.	How many students are served in inclusive education? (Full membership in general education classroom)		
	a. How many of these students are served in the school of parent choice?		
	b. How many of these students are served in a "magnet inclusive school"?		
	c. How many of these students are served in another school?		
6.	How many students are served outside the district?		
7.	The following numbers of students are served in: a. County programs		
	b. SELPA programs		
	c. Non-public schools (NPS)		
	d. Other districts outside the SELPA		

(Attach relevant placement policies)

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:				District Level	Please rate each of the following in relation to the need for assistance:			
excellent	*satisfactory*	*unsatisfactory*	*not at all*	**Policy** Inclusion indicator	*extensive*	*moderate*	*somewhat*	*not at all*
☐	☐	☐	☐	1. There is a current Board of Education policy on inclusion.	☐	☐	☐	☐
☐	☐	☐	☐	2. There is an existing long-range LEA plan for inclusion.	☐	☐	☐	☐
☐	☐	☐	☐	3. There is an *inclusion task force* and/or *LRE Committee* in the LEA which is cross-constituency and assists in planning for inclusive education.	☐	☐	☐	☐
☐	☐	☐	☐	4. Policies exist that have been negotiated between the Teachers' Association and the school district in regard to the implementation of inclusion.	☐	☐	☐	☐
☐	☐	☐	☐	5. The LEA has a working definition of inclusive education.	☐	☐	☐	☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment.* PEERS Project.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent · *satisfactory* · *unsatisfactory* · *not at all*	**Policy** **Inclusion indicator**	*extensive* · *moderate* · *somewhat* · *not at all*
☐☐☐☐	6. This definition of inclusive education has been disseminated to parents and staff throughout the LEA.	☐☐☐☐
☐☐☐☐		☐☐☐☐
☐☐☐☐		☐☐☐☐
☐☐☐☐		☐☐☐☐
☐☐☐☐		☐☐☐☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment*. PEERS Project.

Policy
Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Resources** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	7. Procedures guides/handbooks on inclusive education have been developed and disseminated.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	8. Training opportunities and resources are available for the planned transition to inclusive education for: a. Teaching staff	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	b. Administrators	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	c. Support personnel	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	d. Parents	☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment*. PEERS Project.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Resources** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	9. Resources exist for site modifications in schools and in outside areas of the campus.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	10. Resources exist for materials and equipment for curricular participation including communication and mobility.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	11. Resources exist for released time for teachers to visit prospective classrooms and to meet with other teachers, related service providers and parents.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment*. PEERS Project.

Resources

Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Accessibility** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	12. Targeted or potential school sites in the LEA are accessible.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	13. All internal areas at each site are accessible.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	14. Plans exist for the site modifications if there are too few or no accessible schools available.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	15. There is a plan to keep students within natural proportions in schools.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment*. PEERS Project.

Accessibility
Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Personnel** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	16. Special education teachers have been involved in planning for inclusive education.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	17. Plans have been developed for any necessary transfers of staff to support inclusive models.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	18. Specific criteria for recruiting and selecting general and special education teachers for teaching in inclusive schools have been developed.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	19. Principals are responsible for supervision of inclusive support personnel.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	20. There is a plan for technical assistance support for special education staff.	☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment.* PEERS Project.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:				District Level	Please rate each of the following in relation to the need for assistance:			
excellent	*satisfactory*	*unsatisfactory*	*not at all*	**Personnel** **Inclusion indicator**	*extensive*	*moderate*	*somewhat*	*not at all*
☐	☐	☐	☐	21. There is a plan for technical assistance support for general educators in inclusive schools.	☐	☐	☐	☐
☐	☐	☐	☐	22. Plans are in place for special education support for students in inclusive settings.	☐	☐	☐	☐
☐	☐	☐	☐	23. Student caseloads for inclusion support teachers have been defined as well as the number of schools each teacher will serve.	☐	☐	☐	☐
☐	☐	☐	☐	24. There is a plan for related service delivery on inclusive sites.	☐	☐	☐	☐
☐	☐	☐	☐	25. Related service personnel have been involved in planning for inclusive educational services.	☐	☐	☐	☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment*. PEERS Project.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Personnel** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	26. Related services will be delivered to students in inclusive classrooms and community sites.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	27. Adequate paraprofessional support is provided for inclusive programs.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment*. PEERS Project.

Personnel
Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Preparation** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	28. A district training plan has been developed for staff, students and parents in the district.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	29. The LEA has defined whether the training is voluntary for all.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	30. There will be released time available for teachers for training.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	31. There will be released time available for paraprofessionals for training.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	32. Timelines have been developed for training.	☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment.* PEERS Project.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Preparation** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐☐☐☐	33. Teachers have had opportunities to visit model inclusive programs in the LEA or elsewhere.	☐☐☐☐
☐☐☐☐	34. Released time will be available for collaborative planning.	☐☐☐☐
☐☐☐☐		☐☐☐☐
☐☐☐☐		☐☐☐☐
☐☐☐☐		☐☐☐☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment.* PEERS Project.

Preparation
Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Students** Inclusion indicator	*extensive* *moderate* *somewhat* *not at all*
☐☐☐☐	35. Initial students to be included have been identified.	☐☐☐☐
☐☐☐☐	36. IEPs have held to identify inclusive educational placements.	☐☐☐☐
☐☐☐☐	37. Students are slated to attend home schools or schools of parent choice.	☐☐☐☐
☐☐☐☐	38. All students in the LEA will have the opportunity for inclusive placement.	☐☐☐☐
☐☐☐☐	39. The IEP cover page and forms are altered to delineate membership in general education classes if necessary.	☐☐☐☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment*. PEERS Proiect.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment
District level

Students
Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:				District Level	Please rate each of the following in relation to the need for assistance:			
excellent	*satisfactory*	*unsatisfactory*	*not at all*	**Parents** **Inclusion indicator**	*extensive*	*moderate*	*somewhat*	*not at all*
☐	☐	☐	☐	40. All parents have been informed about the district's plans for inclusive education.	☐	☐	☐	☐
☐	☐	☐	☐	41. Parent concerns have been addressed in the district's plans for inclusive education.	☐	☐	☐	☐
☐	☐	☐	☐	42. Parents are participating in planning for inclusive education.	☐	☐	☐	☐
☐	☐	☐	☐	43. The Community Advisory Council for special education is involved in planning for inclusive education.	☐	☐	☐	☐
☐	☐	☐	☐	44. The PTA is involved in planning for inclusive education.	☐	☐	☐	☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment*. PEERS Project.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Parents** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐☐☐☐	45. Parents have been provided with opportunities to visit model inclusive programs in the LEA or outside it.	☐☐☐☐
☐☐☐☐	46. Parents and students will be included in teacher inservices regarding inclusion.	☐☐☐☐
☐☐☐☐	47. Parents and students will be involved in the school site team at inclusive sites.	☐☐☐☐
☐☐☐☐		☐☐☐☐
☐☐☐☐		☐☐☐☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment.* PEERS Project.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment
District level

Parents
Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	District Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Transportation** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	48. Students with special needs are transported with students without disabilities.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	49. Transportation representatives have been involved in inclusive education planning.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	50. Transportation "pick-ups" and "drop-offs" match the school hours for students in general education at schools involved.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	51. The public transportation system is accessible.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T., Smithey, L. & Gilbert, S. (1992). *Integration/Inclusion Needs Assessment.* PEERS Project.

Transportation

Describe actions necessary to move forward in this area.

CALIFORNIA CONFEDERATION ON INCLUSIVE EDUCATION:
A Network of Coordination, Information, & Resource Exchange

Inclusive Education Needs Assessment

State Level

District Level

Site Level

A Statewide Systems Change Project with Representation from:
United States Department of Education
California State Board of Education and Department of Education
California State Universities at San Diego, Hayward and Los Angeles
Local Education Agencies

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California Confederation on Inclusive Education

Inclusive Education Needs Assessment

Site Level

completed by: [redacted] ______________________ Date: ______________

School Site: ______________________ District/LEA: ______________

Address: ______________________ Phone: ______________

FAX: ______________

Principal: ______________________ Phone: ______________

Demographic/categorical information for the school:

☐ Rural
☐ Urban
☐ Suburban

Number of students who qualify for:

Chapter 1 ______________
LEP ______________
Bilingual ______________
Free/reduced lunch ______________

Population demographics	Number	Percent
African American		
Native American/Alaskan Native		
Asisan American/Pacific Islander		
Hispanic Origin		
White		

Grade levels included in school: ______________

Total number of students enrolled in school: ______________

Number of students with IEPs in school: ______________

Number of students receiving RSP services: ________ SDC services: ______________

DIS services:(duplicated) ________ (unduplicated) ______________

Number of students in catchment area served in other schools: *Included: ______________

*In SDC: ________ *RSP services: ________ *Segregated school: ______________

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Overview

The purpose of this needs assessment is to assist school districts and school sites in assessing the current status of inclusive education in order to develop a unified educational system which offers the option of inclusion for each student, and in particular, for students with the most challenging disabilities. The assessment is designed to identify areas of strength in current inclusive educational practices and also to identify areas where further development is necessary to ensure that inclusive education has the best opportunity for success.

The information gathered in this process will enable the agency to generate goals and objectives for a strategic plan for inclusive education. It is important to note that the use of this survey is for internal program development purposes only.

The plan developed by the agency builds on strengths and addresses the areas of need identified through this process. Specific actions delineated should include responsible individuals and timelines for ensuring goals and objectives are met.

The *Site Level* Inclusive Education Needs Assessment is divided in the following areas:

1,. Environment

2. School Climate

3. Staff Integration/Collaboration

4. Student Integration

BEST COPY AVAILABLE

Format adapted from: Inclusion Practices Survey (1995). Institute for Community Inclusion (UAP). Graduate College of Education. University of Massachusetts/Boston.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Instructions

1. Complete the general information sheet.

2. Place an "X" in the box that best describes the implemtation of a particular practice in your school or district.

3. Place an "X" in the box that best describes the need for training and technical assistance for that particular practice in your school or district.

    It is intended that inclusive education support teams involved in completing this needs assessment will reach consensus on each item. Only when this is not possible after gathering additional information to reach agreement, the team will vote with the majority vote being acceptable to the team.

4. Note actions necessary to move forward at the end of each area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

General information

1. ~~School~~ Site: ______________________ 2. Date: ______________

3. Please indicate your position/role:

☐ parent/guardian

☐ general educator

☐ special/inclusion educator

☐ vocational educator

☐ instructional support staff (paraprofessional, job coach)

☐ related services staff

☐ central/administrative staff

☐ student

☐ other: ________________

4. Please indicate the type of school/program you work in or, if you are a parent, the type of program your child attends: (check all that apply)

☐ early intervention program

☐ pre-school program

☐ elementary program

☐ ~~middle~~ school/junior high school

☐ high school

☐ vocational program

☐ other (please specify)

BEST COPY AVAILABLE

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	Site Level	Please rate each of the following in relation to the need for assistance:
excellent satisfactory unsatisfactory not at all	**Environment** **Inclusion indicator**	extensive moderate somewhat not at all
☐☐☐☐	1. Students are included in their age-appropriate general education classrooms/classes.	☐☐☐☐
☐☐☐☐	2. The school is the one these students would attend if they were not disabled.	☐☐☐☐
☐☐☐☐	3. Pre-school through 12 inclusive programs have been established for students with disabilities, including students with severe disabilities.	☐☐☐☐
☐☐☐☐	4. Students with disabilities have the same calendar and hours as their regular education peers.	☐☐☐☐
☐☐☐☐	5. The numbers of students with disabilities are within natural proportion guidelines (within 10% of student body).	☐☐☐☐

Adapted from: Halvorsen, A.T., Neary, T.(1994). *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	Site Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Environment** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	5. The school is physically accessible to all students.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	6. Students travel to and from school with their non-disabled peers.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T.(1994), *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

Environment
Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	Site Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**School Climate** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	7. The principal is ultimately responsible for the program, which includes supervision and evaluation of program staff.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	8. There is a defined plan or process for supporting staff in implemention (e.g. time for team planning meetings).	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	9. The general school community is accepting of students with disabiliites.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	10. The school mission or vision statement emphasizes a conviction that every child can learn and the program is accountable for all students.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	11. The school mission statement emphasizes responsiveness to families and support to meet family needs.	☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T.(1994), *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:				Site Level	Please rate each of the following in relation to the need for assistance:			
excellent	*satisfactory*	*unsatisfactory*	*not at all*	**School Climate** **Inclusion indicator**	*extensive*	*moderate*	*somewhat*	*not at all*
☐	☐	☐	☐	12. The school community is welcoming to families of students with special needs.	☐	☐	☐	☐
☐	☐	☐	☐	13. The school mission statement emphasizes the continued professional growth and development of all.	☐	☐	☐	☐
☐	☐	☐	☐	14. The principal applies the same standards and expectations to special education staff and programs as to general education staff.	☐	☐	☐	☐
☐	☐	☐	☐	15. The principal observes special education programs/staff.	☐	☐	☐	☐
☐	☐	☐	☐	16. General and special education administrative staff work collaboratively to address school site level issues and planning.	☐	☐	☐	☐

Adapted from: Halvorsen, A.T., Neary, T.(1994). *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	**Site Level**	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**School Climate** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	17. Special education programs and the inclusion of students with disabilities are a part of reform/ restructuring efforts at the school site.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	18. Inservice programs are inclusive of special education staff.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	19. Parent participation programs and activities are directed toward parents of students with and without disabilities.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	20. Parents and students are offered inclusive educational opportunities as an option at this school.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T.(1994), *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

School Climate
Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	**Site Level**	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Staff integration/collaboration** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	21. **Special and general educators:** ...meet at least once a month for collaborative, student-level planning for students who are included.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	22. ...collaborate to make material and environmental adaptations for students with disabilities to access the core curriculum within general education classes and facilitate participation throughout the school.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	23. ...collaborate to develop systematic transition plans for students who are moving within schools or to new schools.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	24. ...work to provide safe, orderly and positive learning environments for all students.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	25. ...establish high expectations for all students.	☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T.(1994), *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:				Site Level	Please rate each of the following in relation to the need for assistance:			
excellent	*satisfactory*	*unsatisfactory*	*not at all*	**Staff integration/collaboration** **Inclusion indicator**	*extensive*	*moderate*	*somewhat*	*not at all*
☐	☐	☐	☐	26. **Special and general educators:** ...consistently model positive attitudes towards, and appropriate interactions with, all students.	☐	☐	☐	☐
☐	☐	☐	☐	27. ...use age-appropriate terminology, tone of voice, praise/reinforcement with all students.	☐	☐	☐	☐
☐	☐	☐	☐	28. ...employ age-appropriate materials in instruction.	☐	☐	☐	☐
☐	☐	☐	☐	29. ...individualize activities for students, design and utilize systematic instructional strategies and monitor progress systematically.	☐	☐	☐	☐
☐	☐	☐	☐	30. ...encourage and support friendship development for all students, and develop systems to promote natural peer supports.	☐	☐	☐	☐

Adapted from: Halvorsen, A.T., Neary, T.(1994). *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	Site Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Staff integration/collaboration** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	31. **Special educators**: ...attend faculty meetings and parent conferences with general education staff.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	32. ...participate in regular supervisory duties (e.g. lunch/bus/yard duty).	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	33. ...participate in extra-curricular responsibilities (e.g. chaperone dances, work with student clubs, serve on school committees).	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	34. ...follow school protocol: keep principal or appropriate administrator (e.g. head teacher, department head) informed on an ongoing basis.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	35. ...demonstrate positive public relations skills with general education staff.	☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T.(1994), *Implementation Site Criteria for Inclusive Programs.*
PEERS Outreach Project

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:				Site Level	Please rate each of the following in relation to the need for assistance:			
excellent	*satisfactory*	*unsatisfactory*	*not at all*	**Staff integration/collaboration** **Inclusion indicator**	*extensive*	*moderate*	*somewhat*	*not at all*
☐	☐	☐	☐	36. **Special educators:** ...take lunch breaks and/or prep periods in the same areas as general education staff at least once per week.	☐	☐	☐	☐
☐	☐	☐	☐	37. ...are adequately prepared to support students with disabilities in inclusive educational settings.	☐	☐	☐	☐
☐	☐	☐	☐	38. ...have a case load and job description that allows them to adequately support students in inclusive settings.	☐	☐	☐	☐
☐	☐	☐	☐	39. **General educators:** ...participate as IEP team members for included students.	☐	☐	☐	☐
☐	☐	☐	☐	40. ...utilize innovative instructional strategies, such as cooperative learning, active learning strategies and multiple intelligence strategies.	☐	☐	☐	☐

Adapted from: Halvorsen, A.T., Neary, T.(1994). *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	**Site Level**	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Staff integration/collaboration** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	41. **General educators:** ...form instructional groups that allow students to demonstrate common interests and a range of skills.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	42. ...are adequately prepared and supported to effectively teach students with disabilities in their classes.	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T.(1994), *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

Staff integration/collaboration
Describe actions necessary to move forward in this area.

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:				Site Level	Please rate each of the following in relation to the need for assistance:			
excellent	*satisfactory*	*unsatisfactory*	*not at all*	**Student integration** **Inclusion indicator**	*extensive*	*moderate*	*somewhat*	*not at all*
☐	☐	☐	☐	43. **Students' IEPs and instructional programs**: ...include behavioral support strategies, if necessary, that are positive and utilize natural consequences/corrections.	☐	☐	☐	☐
☐	☐	☐	☐	44. ...reflect interaction with non-disabled peers at students' chronological age/grade levels and across all areas of the curriculum.	☐	☐	☐	☐
☐	☐	☐	☐	45. ...demonstrate collaboration with related service personnel in the design and delivery of services.	☐	☐	☐	☐
☐	☐	☐	☐	46. ...reflect the use of authentic assessment strategies and techniques.	☐	☐	☐	☐
☐	☐	☐	☐	47. ...are based upon individual student needs (e.g. work study, community based instruction, personal care skills, mobility).	☐	☐	☐	☐

Adapted from: Halvorsen, A.T., Neary, T.(1994), *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:				Site Level	Please rate each of the following in relation to the need for assistance:			
excellent	*satisfactory*	*unsatisfactory*	*not at all*	**Student integration** **Inclusion indicator**	*extensive*	*moderate*	*somewhat*	*not at all*
☐	☐	☐	☐	48. **Students' IEPs and instructional programs**: ...include necessary support services and equipment, including training and support for assistive technology.	☐	☐	☐	☐
☐	☐	☐	☐	49. **General school activities offer students with disabilities**: ...access to all school environments for instruction and all other functions.	☐	☐	☐	☐
☐	☐	☐	☐	50. ...participation in the same school-related activities as their age and grade peers (e.g. 8th grade dance, 6th grade environmental camp, seniors graduation).	☐	☐	☐	☐
☐	☐	☐	☐	51. ...strategies to facilitate interaction and friendships through Circles, MAPS, networks, tutoring, etc.	☐	☐	☐	☐
☐	☐	☐	☐	52. **Ongoing provision of information offers**: ...general education students positive information about people with disabilities.	☐	☐	☐	☐

Adapted from: Halvorsen, A.T., Neary, T.(1994). *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

California Confederation on Inclusive Education
Inclusive Education Needs Assessment

Please rate the implementation of the following practices:	Site Level	Please rate each of the following in relation to the need for assistance:
excellent *satisfactory* *unsatisfactory* *not at all*	**Student integration** **Inclusion indicator**	*extensive* *moderate* *somewhat* *not at all*
☐ ☐ ☐ ☐	53. **Ongoing provision of information offers:** ...students without disabilities information about other languages and communication system needs (e.g. ASL, communication boards).	☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐
☐ ☐ ☐ ☐		☐ ☐ ☐ ☐

Adapted from: Halvorsen, A.T., Neary, T.(1994), *Implementation Site Criteria for Inclusive Programs.* PEERS Outreach Project

Student integration
Describe actions necessary to move forward in this area.

INCLUSIVE EDUCATION
STARTER KIT

Manual I:

Districts and Schools

PREPARED BY:
**The California Confederation on
Inclusive Education (2000)**

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The purpose of these manuals and accompanying resource materials is to provide California districts, schools, and families with strategies for and information about developing and enhancing general education class membership and participation for students who experience disabilities. The content addresses all students with disabilities, with specific emphasis on students most likely to have been excluded from general education--those with moderate-severe disabilities. Toward this end, the Inclusive Schools Starter Kit *(title?)* is comprised of the following manuals and components:

Manual 1: Creating Inclusive Districts and Schools

- Introduction
    - Case Studies: Preschool through High School
- First Steps: Getting Started
    - Districts
    - Schools
    - Early Childhood
- Needs Assessment and Evaluation
- Support Systems
- Common Questions
- Resources

Manual 2: Classroom-Based Strategies

- Introduction
- Assessment
- Instruction and Curricular Practices
- Peer Collaboration and Friendships
- Collaboration
- Appendices:
    - Common Questions
    - Resources Guide
    - Terminology
    - References

The content of these manuals has been developed through the California Confederation on Inclusive Education (CCIE) project staff's relationships with 15 local school districts from 1995-2000, including San Francisco, San Diego, Los Angeles, Oakland, Berkeley, San Ramon Valley, Auburn, Black Oak Mine, Davis, Whittier Union High School District and Whittier City Schools, Lemon Grove, El Centro, Grossmont, Lakeside and Elk Grove. Educators, students and parents have contributed significantly to the materials, strategies and resources contained here.

Inclusive education is best defined by **membership**. Included students with Individualized Education Programs (IEPs) are supported members of age-appropriate general education classes and programs in their home school communities. They receive specialized instruction, related services and/or supplementary aids and services to enable their involvement and progress in the general education curriculum [34 CFR Part 300 I, p 12470; 20 USC 1414(d)(1)(A)(iii)]

How does this correspond with federal and state laws regarding the **Least Restrictive Environment (LRE)?** Inclusive education **operationalizes** this requirement by demonstrating **how** students can be active learners within general education communities. Let's examine what is and what is not the "least restrictive environment."

TABLE 1: THE LEAST RESTRICTIVE ENVIRONMENT

LRE IS:	LRE IS NOT:
• required by federal and state law.	• an "option".
• where students with disabilities have the opportunity to attend their home schools.	• educating students with disabilities without considering their home school.
• an individualized determination of the appropriate placement which is made by the IEP team, including the student as appropriate.	• special education placement based upon the category of disability (e.g., "all students with Down syndrome are educated in special classes"). • placement of only students with mild disabilities in general education classrooms.
• consideration of the full array of services to meet individual student needs, including supplementary aids and services provided in the general classroom.	• considering only one placement option within the array of services.
• placement of students with disabilities with peers of the same chronological age.	• placement of students with disabilities with peers who are not of the same chronological age.
• bringing supports and services to students where they need them (e.g., in general education class or in community vocational setting, etc.).	• making IEP teams choose between needed services and a preferred appropriate placement.
• educating students in general education classrooms with appropriate supports and services.	• "dumping" students in general education classrooms without appropriate supports.
• providing access to all areas of the general education curriculum.	• providing a separate, unrelated curriculum to the general education curriculum.
• collaboration and shared responsibility among general and special educators, administrators, parents, and students with disabilities.	• special educators assuming sole responsibility for the education of students with disabilities.

Adapted from: Falvey, Shrag & Villa (1999) Unpublished document.

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Federal Law. Outcome data from nearly two decades of research, coupled with advocacy and litigation, combined to inform Congress' 1997 amendments to the Individuals with Disabilities Education Act (IDEA, PL 105-17), which provides for consideration of and preference for the general education classroom as the LRE . Specifically, IDEA '97 requires that:

(b) The child's placement--
  (1) Is determined at least annually;
  (2) Is based on the child's IEP; and
  (3) Is as close as possible to the child's home;
    (c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;
    (d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and
    (e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

[34 CFR 300.552(b)-(e)]

PL 105-17 (IDEA) also requires that the IEP for each child with a disability must include:

(1) A statement of the child's present levels of educational performance, including:
  (i) How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or
  (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

(2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to--
  (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities; and
  (ii) Meeting each of the child's other educational needs that result from the child's disability;

In addition,

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--
  (i) To advance appropriately toward attaining the annual goals;
  (ii) To be involved and progress in the general curriculum… and to participate in extracurricular and other nonacademic activities; and

(iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section.

34 CFR 300.347 (a) (1-3)

(1) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class...;

General education placement as the Least Restrictive Environment is considered to be a "rebuttable assumption." In other words, the IEP team may find it to be inappropriate to meet a student's primary instructional needs, however, conversely, IDEA does not require that a student demonstrate achievement of a specific performance level as a prerequisite for placement into a regular classroom (Appendix A to Part 300, Notice of Interpretation, "IEPs and Other Selected Implementation Issues").

California Law and Regulations. Title 5 of the California Education Code, Part 30 states:

Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children and youth who are not disabled, and in a manner that is appropriate to the needs of both. Special education provides a full continuum of program options… to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment" (Section 56031, Part C).

"To the maximum extent appropriate, children with disabilities, including those in public or private institutions or other facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (AB 602 Legislative Findings, Declarations, and Intent Section 66(a) (5) (A)).

Each special education local plan area (SELPA) in California is required to make available "a continuum of program options to meet the needs of individuals with exceptional needs for special education and related services, as required by the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and federal regulations relating thereto" (Section 56360).

"The continuum of program options shall include, but is not necessarily limited to, all of the following or any combination of the following:

(a) Regular education programs consistent with designated paragraphs of Sections 1412 and 1414 of Title 20 of the United States Code and its regulations;

(b) A Resource Specialist Program pursuant to Section 56362;

(c) Designated instruction and services [related services] pursuant to Section 56363.

(d) Special classes and centers pursuant to Section 56364 or Section 56364.2 as applicable.

(e) Nonpublic, nonsectarian school services pursuant to Section 56365.

(f) State special schools pursuant to Section 56367.

(g) Instruction in classrooms, resource rooms and settings other than classrooms where specially designed instruction may occur.

(h) Itinerant instruction in classrooms, resource rooms, and settings other that classrooms where specially designed instruction may occur to the extent required by federal law or regulation.

(i) Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulations" (as described in Section 56361).

Sections 56201 further require that each local plan submitted to the state describe "how specialized equipment and services will be distributed within the local plan area (SELPA) in a manner that maximizes… the opportunities to serve pupils in the least restrictive environment." Each SELPA's budget plan must address 12 key areas, one of which is LRE. In addressing the policies, procedures and programs in the LRE, SELPAs must separately identify allocations for ***supplemental aids and services*** to meet the needs of pupils with IEPs who are receiving their education in general education classes and environments (Section 56205). State law further requires that the individualized education program (IEP) team document its rationale for any instructional time or location of services outside general education, including why this student's disability prevents his or her needs from being met in the least restrictive environment even with the use of supplementary aids and services (5 CCR 3042(b)).

What Does Research Tell Us?

In 1997, Hunt and Goetz conducted a critical analysis of research on inclusive schooling for students with severe disabilities. Their review of 19 published studies representing "a broad diversity of questions, methods, and participants" (p. 24) yielded six themes for future guidance of both research and practice:

1. **Parental involvement is an essential component of effective inclusive schooling.** The active involvement of committed parents emerges repeatedly as a key factor.
2. **Students with severe disabilities can achieve positive academic and learning outcomes in inclusive settings.** Parental and general education teacher perceptions, as well as empirical documentation, suggest that students with severe disabilities are able to learn new skills in regular classrooms.
3. **Students with severe disabilities realize acceptance, interactions, and friendships in inclusive settings, and parents report acceptance and belonging as a major positive inclusion outcome.** Evidence also shows that **more opportunities for interaction occur** through IEPs written for students in inclusive classrooms and **more reciprocal interactions among students with and without disabilities as well as larger friendship networks can occur** in inclusive settings, and that

meaningful friendships occur for students with and without disabilities in these inclusive classrooms.

4. **Students without disabilities experience positive outcomes when students with severe disabilities are their classmates.** Positive outcomes have been perceived by parents of nondisabled students and reflected in reports of "no difference in educational achievement measures" for peers who had a classmate with a disability and those who did not, as well as in reports of "no differences in time engaged in instruction for groups of students with and without a classmate having a severe disability."
5. **Collaborative efforts among school personnel are essential to achieving successful inclusive schools.** Collaborative team practices are essential to achieving effective inclusion outcomes for students at systems, building, and classroom levels.
6. **Curricular adaptations are a vital component in effective inclusion efforts.** Curricular adaptations have been recognized as important by participants in a building-wide inclusive schooling effort, by general educators reporting their own "transformational" experiences in inclusive classrooms, and by investigators designing an effective social support package for students with disabilities to be implemented by the general education classroom staff.

[From Hunt & Goetz, 1997, pp. 25-26]

It is important to note that the themes that have emerged in effective inclusive education, such as adult collaboration and parental involvement, are also key elements of effective schools. These themes and working with schools have helped to develop guidelines for effective inclusive education, which are contained in Table 2.

TABLE 2: INCLUSIVE EDUCATION GUIDELINES *

1. Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or schools of choice when these options exist for students without disabilities.
2. Disability type or severity of disability does not preclude involvement in inclusive education.
3. Students move with peers to subsequent grades in school, as indicated by their IEPs.
4. No "special" class exists except as a place for enrichment activities for all students.
5. The staff to students ratio for an itinerant special education teacher is equivalent to what the special class ratio and aide support is or *at least the level it would be* in a special class. Co-teaching arrangements and teams of general and special educators are encouraged and supported.
6. There are always certificated employees (special and general education teachers, resource specialist or other) assigned to supervise and assist any classified staff (e.g., paraprofessional) working with specific students in general education classrooms.
7. Special education students who are included are considered a part of the total class count for class size purposes. Students with IEPs are not "extra" students above the contractual class size.
8. Supported or inclusive education efforts are coordinated with school restructuring at the district and site level, and a clear commitment to an inclusive option is demonstrated by the Board of Education and Superintendent.
9. Special education and general education teachers collaborate to ensure:
    a. all students' natural participation as class members;
    b. the systematic instruction of students' IEP objectives;
    c. multi-level instructional strategies to address diverse learners;
    d. the adaptation of core curriculum and/or materials to facilitate student participation and learning.
    e. the development and implementation of positive behavioral interventions to support students with challenging behaviors.
10. Supplemental instructional services (e.g., communication, mobility, adapted physical education) are provided to students in classrooms and community settings through a transdisciplinary team approach.
11. Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related-service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.
12. Plans exist for transition of students to next classes and schools of attendance in inclusive situations.
13. Effective instructional strategies (e.g., cooperative learning, activity-based instruction, teaching to multiple intelligences) are supported and encouraged in the general education classroom. Classrooms promote student responsibility for learning through strategies such as student-led conferences and student involvement in IEPs and planning meetings.
14. Ability awareness is provided to staff, students and parents at the school site through formal and/or informal means, and works best when it is incorporated within general education curriculum.
15. Ongoing training/personnel development is provided for all involved, including opportunities for mentoring and/or coaching relationships.

* Halvorsen, A.T. (2001). Building inclusive schools: Tools and strategies for success. Needham Heights, MA: Allyn & Bacon Publishing.

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Inclusive education is occurring throughout California, in urban, suburban and rural communities, in public high schools, middle and elementary schools, and preschool settings. In many districts, **every** school offers an inclusive option; in some schools, all students with IEPs are now members of general education classes in their home schools. Highly diverse urban centers such as San Francisco and Los Angeles have demonstrated their ability to design and support inclusive options on a large scale; small towns such as Arbuckle, Colusa and Pierce have been doing so for years, and communities as different from each other as Auburn, Whittier, Davis, Black Oak Mine and Berkeley are continually working to develop and enhance inclusive school option for all students. How did they apply the principles and practices described previously to their local situation? This section presents local *stories*—case examples of California districts and schools where inclusive education works. Each case study was developed with local groups of educators, parents, administrators, and CCIE staff, and each represents a composite rather than a single school or district. These stories are designed to provide a context that will assist others with the process of inclusion.

Early Childhood Case Example

History and Structure of Los Niños Preschool Program. The Los Niños Preschool Program is an inclusive Head Start program serving children from ages 3-5 years of age. Currently two Head Start classes (a morning class and an afternoon class) serve 43 students. The morning class, 8:30a.m.-12:00, has 22 students, 18 of whom are typically developing children and four who are students with moderate to severe disabilities. The afternoon class has 21 students, 18 typically developing children and 3 students labeled with moderate to severe disabilities. Support for the students with disabilities is provided by the County Office of Education (COE) in the form of an itinerant early childhood, special education teacher, two instructional assistants and various related service personnel. The program is located in an urban neighborhood with a diverse population.

The early childhood inclusive program at Los Niños began about 10 years ago as a county office of education program for preschoolers with severe disabilities. The program served an average of 10 students with severe disabilities with one special education teacher, two paraprofessionals and all the necessary related service providers. The program was located in the new special education center built to house programs for students with severe disabilities from 3-22 years of age run by the COE. The center was located next to an elementary school but a fence was built between the two schools. The facility was originally designed as a self-contained special education center with all the necessary services for students with disabilities. The students in the 10 classes located in the center ranged in age from 3-22 years and were all in self-contained classes with no integration with nondisabled peers.

As time went on, several of the programs serving older students moved to age-appropriate neighborhood schools to allow for increased interaction opportunities for the students with and without disabilities. This left several classrooms in the center empty. At the same time, the staff and parents of the students in the preschool program began searching for ways to integrate the preschoolers with their peers who were nondisabled. A committee was formed to review options for the preschoolers. Many options were explored such as moving the program to the state preschool or Head Start site, locating the program next to a private preschool, enrolling typical peers in the county program. All of the options were discounted due to lack of space or that the numbers of students with disabilities would be out of proportion. The school district where the program was located needed space to expand its Head Start program and it was suggested that the district and the COE work together to locate Head Start in one of the empty classrooms at the center, and a class with 20 students was located in the classroom next to the preschool program for students with disabilities.

As the school year progressed, relationships developed between the staff from the County Preschool program and staff from the Head Start program. The County Preschool teacher began "mainstreaming" two students for snack and playtime in the Head Start program. The teacher was receptive and the children responded very positively. The success of this was evident to all and the staff began increasing the number of students with disabilities who participated and as well as the number of activities at the Head Start program.

Collaborative Planning and Restructuring. In the initial year, parents, staff and students were positive about the outcomes for all the students. The teachers of the programs and parents of the preschool program felt increased opportunities were available to involve more of the students during the day and approached the administration with a proposal to increase in the amount of time and number of students that would attend the Head Start program. Administrators were open to the idea but wanted to plan for this. A committee was formed with the administrators of the two programs, teachers from both programs, and family members from both programs. They looked at how they could operate the programs collaboratively so that all students would benefit.

The committee decided to run the two programs with a **team teaching** approach using both classrooms and staff from both programs. Training was necessary for staff from both programs and all agreed that it would be important to train staff members from both programs together to develop the necessary collaborative relationships for program success. The administrator from the special education program contacted the "Connections" Program, a Project funded by the California Department of Education to provide training for early childhood programs planning to include children with disabilities (see Resources Section, Appendix ___ for additional information). The staff and parents from both programs participated in the **collaborative training** with training occurring over the period of a year. The staff from both programs were also able to view several preschool programs identified by SEEDS (Supporting Early Education Delivery Systems), a CDE-funded project designed to identify and provide observation sites for best practices in early childhood special education (see Resources Section). This staff development led to the formation of a collaborative team consisting of staff and parents from both programs who met on a continuing basis to plan for the ongoing growth and development of the programs.

The program was very successful as a team-taught program but several unresolved issues surfaced as the committee planned for the next year. The committee decided that the proportion of students with disabilities was too high for the number of students enrolled in the Head Start program and they wanted a more **natural proportion**. The committee worked from March of the first year through the summer to come up with some viable solutions to these concerns.

They decided that the special education students needed to be assigned to other programs as well. Other Head Start programs were located in the community that would be accessible for many of the students and that this Head Start program needed to expand. The district decided to open an afternoon Head Start program at the center. Parents of the 12 students were asked if any would be willing to attend the afternoon session and four decided to try it. The 12 students from the County special education preschool program were split into three different Head Start programs, two at the center and one about five miles away. Additional paraprofessionals were added to each Head Start program and the special education teacher became itinerant, serving all three programs on a weekly basis. Training was conducted with the staff and families from the new Head Start programs. Ability awareness was conducted with the students and families in the new programs and visitations to the existing Head Start program were arranged. **Collaborative team meetings** were established with each of the programs to discuss and plan for each student individually and for the overall programs. The collaborative process was effectively used to address the needs of all children and for planning the program. Fridays were planning days without students present. The special education teacher splits her time between the two centers on Fridays and is able to attend collaborative meetings at each program each week. The COE arranged for the staff from the Head Start programs to be paid for the collaborative or inservice times if these occurred outside of their typical working hours.

Structure of Program

Class Size: 18-20 without disabilities; 3-4 with disabilities

Staffing: 1 preschool teacher; 1 instructional assistant; 1 part time special education teacher (1 1/2 – 2 days each week in each program); 1-2 instructional assistant; various part-time designated instruction and services personnel (speech, physical therapist, occupational therapist, adaptive PE, nurse, etc.) parent volunteers.

Hours: 3 hours/day, 4 days per week
8:30a.m.-12:00 (morning session); or 12:00 – 3:30p.m. (afternoon session); Monday-Thursday, Fridays are for home visits and staff meetings

The program has been operating under this structure for the last five years. Many changes have occurred over time but the basic structure has remained intact.

Daily Schedule

8:30 / 12:00	Arrival – put away things; wash hands
8:45 / 12:15	Breakfast / lunch served family style with children serving and feeding themselves as possible. Speech and language specialist frequent guest to assist in language development and conversation.
9:15 / 12:45	Circle Time – songs, vocabulary development, group sharing as well as chores, schedule for the day.
9:45 / 1:15	Plan, Do, Review – Children are divided into four small groups to plan their daily activities. They then participate in the activities as they planned and are free to move to other activities.
10:40 / 2:10	Cleanup and return to their small group when finished to review what they did.
10:45 / 2:15	Committees – Activities are planned for each day. Students rotate through the activities over the four days
11:15 / 2:45	Lunch (am students) snack (PM students)
11:45 / 3:15	Outside play
12:00 / 3:30	Dismissal

Research-Based Practices

Developmentally appropriate practices (DAP) are based on knowledge of how children develop and learn. This approach to education focuses on the child as a developing human being and lifelong learner. The premise behind DAP is that the child should be an active participant in the learning process who constructs meaning and knowledge from his or her environment.

The National Association for the Education of Young Children (NAEYC) has developed guidelines for implementing DAP. These include:

- Age-appropriate practices – Curriculum, materials, environment and expectations are all appropriate for the age of the children enrolled.
- Individually appropriate – Program is based on needs, interests and abilities of the individual children enrolled.
- Includes all developmental areas – Program addresses the developmental domains including adaptive, communication, cognitive, fine and gross motor, and social.
- Play, child-initiated activities – These events are the primary means of learning.
- Adults support children's play and learning – Adults in the setting interact with children in positive ways to promote learning.
- Responsive to cultural and linguistic diversity - Early childhood programs are increasingly serving children and families from diverse cultures and linguistic backgrounds. Culture and language are components in a child's development, so for a program to be developmentally appropriate, programs need to understand and respond to cultural and linguistic diversity. This is also another reason why it is important for children to be served in their own community around their neighbors and siblings.
- Family-focused - Positive, supportive relationships are the cornerstone for cognitive development, emotional development and social attachments. Programs should be designed to respond to the needs and priorities of each family and involve families in meaningful ways. Assisting families with accessing community-based natural supports, parent-to-parent connections, and becoming knowledgeable decision-makers about their child are critical components in nurturing positive family relationships.
- Natural environments - One in which the child would spend time if he or she did not have a disability (home, play groups, child care, preschool, community recreation groups, etc.)

A Day in Ms. Judy's Class:

Ms. Judy's Head Start class is an active, busy, friendly environment for children. The twenty 3-4 year olds are just finishing breakfast, putting away their dishes and moving to the circle where Ms. Judy is singing songs with the early arrivers. Ho, a 4-year-old boy with cerebral palsy, enters with Ms. Nancy, one of the paraprofessionals, pushing him in his wheelchair. A big smile lights up his face as he moves to the circle. Two children rush up to Ho and greet him and sing to him. Ms. Nancy takes Ho out of his wheelchair and places him on a wedge cushion so he is able to join the group on the floor. When everyone arrives at the group circle time begins. The children sing a good morning song and welcome each other. Ms. Nancy is seated next to Ho and helps him with the movements of the song. Ms. Judy then holds up the name cards one at a time for the children to place on the "Who's Here" board. When Ho's name is held up, Ms. Judy asks who's name this is and Ms. Nancy helps Ho to raise his hand. Ms. Judy them asks for the group to say the name and for a helper to take the name to Ho. Maria volunteers and takes the name over to Ho so he can point to it. Ho watches and smiles at Maria. She then places it on the board for Ho.

Developmentally Appropriate Practices. Following circle time, the students move to their small group tables to do **Plan, Do, Review**. For example, Ms. Nancy conducts a small group on the floor with Ho and five other children. She has pictures of the different areas that will be used today and she lets each child choose which area they would like to go to today. She holds the pictures for Ho and helps him to make a choice. She then asks one of the children to help Ho with his planning picture. Mark volunteers and he takes the picture of the area that Ho chose and places it on a piece of paper with Ho's name on it. He then asks Ho if that is where he wants to go and Ho smiles at him. Ms. Emily, the special education teacher, is in the area that Ho chose with a loud, brightly colored toy attached to a large switch. She is showing the toy and how it operates to the other children in the group when Ms. Nancy brings Ho over to the group. Each child takes turns pressing the switch and operating the toy. When it is Ho's turn, she moves the switch and assists Ho in pressing it. She shows the children how Ho is turning the toy on by himself. She lets him operate it several times and then moves around the group again. Ho is receiving **direct instruction** with **repeated practice** sessions within the structure of the small group with the support of the special education teacher. Ms. Emily asks Mia who is sitting next to Ho and helping him press the switch if she would like to ask Ho which area he would like to go to next. She smiles and gets the picture cards from the Plan, Do, Review area. She places them on the velcro on Ho's communication board. She asks him which area he would like to go to next and points to each one. Together with Ms. Emily, they decide that Ho indicated the block area. She is also **modeling** appropriate ways his peers can communicate with him.

Ms. Emily carries Ho over to that area where a parent volunteer is working on block structures with several students. She places Ho on his slant mat next to Greg who is building a block tower. The parent asks Ho if he would like to knock down a tower and Ho looks at her with a smile. She begins to build a block structure and Greg immediately comes over and says, "I want to build a tower for Ho." He does and with the parent's help they help Ho knock it down. They all laugh and do it again.

It is clean-up time and Ms. Nancy places Ho in his wheelchair to do review. She takes him back to the planning area and puts the picture cards on his tray. She asks him to show her what he did today and assists him in touching the pictures of the areas he went to. She takes copies of those and puts them on his review sheet and gives him a specially designed crayon to "color" his picture. She moves his arm and lets him make several strokes on his own.

They go to committees next. Ms Nancy pushes him over to Ms. Judy's group in the music area for their group's activity. The group will be playing instruments to music. Ms. Judy lets all the children pick out which instrument they would like to play. When it is Ho's turn, Ms. Nancy pushes him over to Ms. Judy who places wrist bells and maracas with a wristband attachment. Ho is given the choice to look at the one he wants. He looks at the bells and they are placed on his wrist. The group then plays their instruments with the music. Ho is assisted by Ms. Nancy to shake his bells as they move around the circle. Ho is obviously enjoying the activity.

After committee time, the group goes outside for free playtime. Ho has a specially designed wagon that he can ride around in. Erin, one of Ho's friends, asks Ms. Emily if she can help her pull the wagon with Ho. She grabs the handle with her and they pull the wagon together. Ms. Emily then asks Ho if he would like Erin to ride with him. He smiles so she asks Erin if she would like to ride. She climbs in next to Ho and they ride around the playground for the remainder of the playtime.

Parent Involvement. The children return to the classroom to prepare for lunch. Ho's mother comes in from a Head Start parent meeting to have lunch with them. She is an active participant in the Head Start program and very supportive of the program. An interpreter is available for her and other parents if they need it but she is able to communicate quite well in English. This is their second year in the program and it took the program staff (Head Start and special education) half of the first year to convince her to attend the parent meetings. Once she did, and began to feel more comfortable with the other parents and the staff, she started to attend regularly and to help in the classroom. "I was very hesitant to have Ho attend at first," she said. "He is so different from the other children but I am glad he is here."

VINEYARD: An Inclusive Elementary School

History and Structure of Vineyard School. Vineyard Elementary School has a K-5 enrollment of 550 students, with 26 classrooms, five each at K-3 with 20 students, and three each at 4th and 5th grades. There are 24 students with mild-moderate disabilities, nine students with moderate-severe disabilities, and many students receiving speech or other related services. The special education staff includes one educator described as a Resource Specialist (RS) or Educational Specialist (mild-moderate) one Educational Specialist (moderate-severe) described as an Inclusion Support Teacher, a 60% time Speech and Language Therapist, and other part-time itinerant related services staff as required by students' IEPs. One paraprofessional is assigned to support the Resource Specialist services ("RSP") and two floating paraprofessionals are assigned to the services provided through the Inclusion Support Teacher. They move among the general education classrooms providing support and instruction. Two additional paraprofessionals are assigned to provide specific classroom support. These five paraprofessionals and two special educators have moved to a collaborative cross-categorical approach to supporting the 37 included students at Vineyard.

Inclusive education was initiated at the school five years ago, in response to both a district initiative and to parental requests in IEP meetings. Many parents of students receiving Resource Specialist services felt that their children were missing integral parts of the school day and core curriculum while "in the Resource Room", and that the academic activities taught there did not relate back to their core content. Parents of students with moderate to severe disabilities did not want their children sent away to other schools where special classes with some mainstreaming were the only option. Vineyard's Speech Therapist had begun providing the bulk of speech and language services within general education classes, co-teaching Language Arts with interested teachers, and working with small heterogeneous groups within classes. She provided a concrete model to the school of the possibilities available when students **and** their support systems are in place.

Collaborative Planning and Restructuring. When Vineyard began its inclusive efforts, it became quickly apparent that like all education, inclusion is a **process** not an event. It takes time to develop a system of supports and services to fit the school and students' needs. A School Inclusion Group was established by Vineyard's Principal, and this cross-constituency committee met monthly to plan and oversee the process, completing a needs assessment and developing specific goals and actions. As a regular school committee, the group was able to take advantage of the school's twice-monthly minimum days (banked time) for two hours once a month. These open, scheduled meetings also afforded a vehicle for all school staff or other community members to drop in, provide input, or join in specific tasks. The group's mission from the outset was to improve educational quality for **all** students in the school, and inclusive services were the catalyst for this effort.

Team members reflected that, at the outset, their expectations for inclusive education had been somewhat low. With so many changes occurring, they were just glad, as one put it, that "no one's hair was on fire!" The planning group afforded them the time to reflect on what was occurring, and stimulated many to believe they could go beyond the somewhat piecemeal special education support in inclusive classes, to make instruction more effective for **all**. This led them to explore new options. Toward the end of the first year and beginning of the second, they began to increase their information through several activities:
1) visiting schools recommended by colleagues, universities or inclusion projects;
2) reading and discussing educational literature on new strategies and practices; and
3) attending conferences and obtaining professional development in areas such as co-teaching strategies (cf. Bauwens & Hourcade, 1995); multiple intelligences (e.g., Gardner, 1983; Armstrong, 1994), and differentiated instruction (e.g., Tomlinson, 1999). They revised their inclusive services plan in the second year to enable increased co-teaching and thus support for active learning, and piloted co-teaching with the Resource Specialist and one fifth-grade teacher, and the Inclusion Support Teacher (IST) with a multi-age 1st through 3rd grade for the remainder of the year. This helped to give them experience with general-special education collaboration, as well as with **cross-categorical special education collaboration**, since the RS and IST were now supporting some of "each others'" students. In the third year they moved to full implementation of a cross-categorical approach, designed to enable:

1) each of the special educators to become expert in specific grade level standards and curriculum;
2) the special educators to spend more time in fewer classrooms and thus provide more meaningful support and instruction, as well as the development of meaningful partnerships with their general education peers; and
3) the development of a learning center staffed by general and special educators on a rotating schedule to provide enrichment and/or assistance to any student during specific periods of the day. This approach is discussed further under **Systems Support.** Finally, the faculty made a decision to avoid scheduling "specials" such as Art, Music and Perceptual Motor/PE during the morning core academic time, except for Library. This decision was made to enable both consistent instructional periods for all classes, and to facilitate necessary support staff scheduling.

Support Staff Assignments. Each of the special educators now supports 14-19 students in four to five classrooms. The **Resource Specialist's** caseload looks like this:

- **Third grade**: Two classes of 20 students each. Room 5: Three students with mild disabilities, one student with moderate disability. Room 10: Three students with mild-moderate disabilities.
- **Fourth and Fifth grades**: Two classes of 33-34 students each. Room 101: Six students with mild disabilities, one student with a severe disability. Room 111: Five students with mild-moderate disabilities.
- **Total caseload—19 students:** 17 students with mild-moderate disabilities and two with severe disabilities in four classrooms.

The **Inclusion Support Teacher's** caseload is as follows:

- **Kindergarten:** Room 1: One class of 20: One student with moderate disabilities, one with severe disabilities.
- **First-Third Multi-Age Classes:** Two classes of 20 each: Room 2: Two students with mild disabilities and one with moderate-severe disabilities. Room 3: Two with mild disabilities and two with moderate disabilities.
- **Straight Second Grades:** Two classes of 20 each. Room 12: Four students with mild disabilities. Room 14: One student with a severe disability.
- **Total caseload—14 students:** Eight students with mild disabilities, four with moderate disabilities, and two with severe disabilities in five classrooms.

Paraprofessionals: Four are assigned across eight classes: Rooms 1, 2, 3, 5, 10, 12, 11 and 14, spending 40-60% of their time in each of two rooms. One is assigned full-time to Room 101. All have received professional development including coaching support to assist them in a role shift to working with small groups and with general as well as special education students.

TABLE 3: VINEYARD ELEMENTARY SPECIALIZED STAFFING SUPPORT IN INCLUSIVE CLASSES

Grade Level	Number of Students with Disabilities	Special Ed. Teacher Support	I.A. Support
Kindergarten Room 1	One (1) student with moderate disabilities One (1) student with severe disabilities	IST	.50
Multi-age 1st-3rd grade Room 2	Two (2) students with mild disabilities One (1) student with moderate-severe disabilities	IST	.50
Multi-age 1st-3rd grade Room 3	Two (2) student with mild disabilities Two (2) students with moderate disabilities	IST	.50
2nd Grade Room 12	Four (4) students with mild disabilities	IST	.40
2nd Grade Room 14	One (1) student with severe disabilities	IST	.60
3rd Grade Room 5	Three (3) students with mild disabilities One (1) student with moderate disabilities	RS	.50
3rd Grade Room 10	Three (3) students with mild-moderate disabilities	RS	.50
Multi-age 4th-5th Grade Room 101	Six (6) students with mild disabilities One (1) student with severe disabilities	RS	1.0
Multi-age 4th-5th Grade Room 111	Five (5) students with mild-moderate disabilities	RS	.50
TOTAL	**33 Students**	**2.0**	**5.0**

RSP= Resource Specialist, IST= Inclusion Support Teacher

Now in their fifth year of inclusive schooling, Vineyard staff continues to examine their practices in light of student outcomes, and is focusing this year on fostering positive school and classroom climate and behavioral supports. General educators are pleased with having one special educator for consistent sharing and exchange of expertise and responsibilities; special educators value the specific knowledge base they have developed in curriculum at the grade levels where they work, and their relationships with those students and teachers.

Research-Based Practices

The Classroom and Students—Heterogeneous, Multi-Age Groupings. Mr. Vasquez is a 1st -3rd grade teacher of a heterogeneous multi-age class at Vineyard. He teaches 20 students, six to seven from each grade level, using activity-based **"developmentally appropriate practices"** (cf. Linder, 1993) as described in the preschool case example, combined with a focus on students' **multiple intelligences** (Gardner, 1985; Armstrong, 1994). He also participates weekly as a facilitator in Vineyard's **learning center** which helps to support the diverse learning needs of the school's K-5 population including students identified as being at risk for school failure, students with disabilities, and any other students in need of assistance who come into the center on a weekly basis, scheduled by faculty. Students can "self-refer" or be referred by their teacher, and the schedule is designed every two weeks by the school's Student Study Team. Faculty volunteer to staff the center for an hour every two weeks. During this time their own classes are either scheduled for specials such as Physical Education, or are taught by the school's Special Educator, who takes over the instruction of specific subjects, thus affording her the opportunity to work with included students in the context of their classrooms, and to work with all students in the class. Mr. Vasquez's 1st - 3rd grade class is an exciting learning environment. The basic schedule is outlined below:

8:30	Arrival and class business Journal writing with partners
9:00	Transition to mixed-age Academic Groups
9:05 - 9:45	Sharks: Language Arts Bats: Math Whales: Science/Social Studies
9:45	Second Academic Group period - rotate Transition to
9:50 - 10:30	Second Academic Groups
10:30 - 10:45	First recess
10:50 - 11:30	Third Academic Groups
11:30	Class Meeting

11:45 - 12:30	Lunch
12:35 - 12:50	Silent Sustained Reading
12:50 - 1:50	Plan, Do & Review
12:50 - 1:05	Plan
1:05 - 1:40	Do
1:40 - 1:50	Review
1:50 - 2:45	Library – Mondays Physical Education – Tuesdays Special Projects – Wednesdays Homework Planning/ Share-a-thon – Thursdays Drama/Multi-Cultural Art - Fridays
2:50	Dismissal

A Day in Mr. V's Class:

Let's spend a day with Mr. V's class. When we look in on them at 8:45, students are seated throughout the room, some on cushions in the rug area, some at tables in the floor area; some inside a small tent at one corner of the room, others on window seats that border one side of the classroom by the room's "library." **Joey**, who is a second grader and included for the second year with Mr. V, is working with Larry on their journals.

Joey, who has a diagnosis of autism, is a charming African American boy with a particular interest in geography. He often studies and draws maps for extended periods of time. His teachers and parents have recognized his talents in this area and capitalized on it. Joey has several friends at school who communicate with him primarily through sign language and use of his communication picture books. He is beginning to speak more and to demonstrate reading skills as well as writing ability. He enjoys model airplanes and is a member of a Boy Scout troop. Joey occasionally shows his frustration with certain tasks and with changes in routine by talking loudly and throwing materials. He has a support circle of friends facilitated by his classroom and/or special education support teacher who are currently working on a new plan to address these areas.

Larry asks Joey questions as Mr. V. has shown him, to find out what Joey wants to write about today. Joey shows Larry pictures from his communication book or signs one to two words to him. Larry then assists Joey by writing those words for Joey to copy below. Joey completes his work by illustrating his writing. Larry also shares with Joey what he is writing about, and they often draw illustrations together. Larry is part of Joey's **circle of friends** that meets with him and the Inclusion Support Teacher, Ms. Ruben, or with Mr. V., every two weeks at lunch. The circle consists of six students across 1st -3rd grades who talk about what's working for Joey in his day, new skills he is acquiring and how to build on these, ideas for adaptations. Each session closes with a game, story or other student-selected activity.

Developmentally Appropriate Practices. As students transition into groups we follow Larry and the Bats into **Language Arts**. This group is brainstorming ideas for stories that they will be writing in pairs and that will be illustrated in part with pictures they will take using disposable cameras purchased for the activity. Mr. V. introduced the activity with the story **Dogzilla** by Pilkey (1993). He read and demonstrated the parts of the story on a large storyboard, and now elicits ideas from students about what might come next, or how they would change the story if it were theirs. Students then have a choice of drawing their story idea, writing it, or telling it to a partner who acts as scribe. Story ideas are then hung from work lines that stretch above the rug area. Tomorrow the students will begin listing the photographs they need, and start taking pictures around the campus with a parent volunteer. **Natalie**, a student who is an English language learner, works with Suzanne as her partner. The English-as-a-Second-Language (ESL) itinerant teacher, Ms. Lopez, has scheduled to join the group halfway through this period, when Mr. V. moves to the Bats Math group. Ms. Lopez supports both students in the activity by assisting Natalie with the English words for her ideas, and by facilitating Suzanne's interaction with her. Suzanne, a first grader, dictates ideas to Ms. Lopez, a strategy that ensures her beginning writing skills don't limit her storytelling. Each of these students is benefiting from the developmentally appropriate practices in Mr. V.'s class (cf. Linder, 1993).

Active Learning Strategies. Mr. V. joins the Bats who are in progress with a **Mathlands** activity. The directions for the activity were posted at the table station and a third grader was assigned to read them aloud to the group, at the start of the period. The students' objective for this activity has been to create groups from the objects in a box on the table, and to state/write the rules for the grouping. This sorting activity assists students with categorizing according to a variety of attributes, and lends itself to new learners as well as to more sophisticated students. As we join them, one grouping they have made includes a paper clip box, unix cubes, a small pad of paper, and a comb. The rule the students have generated is: Things that are rectangular.

Now Mr. V. has the students work with partners to select new items and form additional groups. After these attributes are identified, the pairs work to illustrate their groupings and rules either with a picture, graph, or Venn diagrams, which they will complete the next day. Joey's particular spatial abilities in mapping are highlighted by having him and his partner construct a drawing of the objects that shows in how many different groups each object can belong.

The third group is engaged in their **Social Studies** unit about neighborhoods and communities working with a paraprofessional who provides part-time support to Joey and other students with learning disabilities (under the Special Educator and Classroom Teacher's direction). Two students are working together on the Internet to locate telephone company pages that provide neighborhood maps of streets, services, transportation, etc. The remaining six students are working in trios. One trio of beginning readers is using a template to fill in the blanks about their community, the other trio is working on individualized descriptive passages following a brainstorming activity that occurred yesterday. As an end product, each student will construct a binding for their book, and these will be part of the class library for Silent Sustained Reading (SSR), Share-a-thon, and other activities.

Developing a Community of Learners. Groups rotate through their busy morning and come together in a **class meeting** just before lunch. The questions of the day are, "What worked best for you today?" and "How could something work better in our groups?" Students' ideas are charted and the group assists Mr. V. in identifying one change (e.g., more objects in the math box) for the next day. Mr. V. frequently holds such class meetings and devotes considerable time to building classroom community as described in Kohn (1996) and discussed further in Manual 2 under **Peer Collaboration.**

After lunch, students read silently at any location in the room, and one partner reading station is set up just outside the door. Students sign up for partner reading and are paired so that one student can read to or receive assistance from another.

Plan, Do and Review combines individual choice for free time with writing, planning and evaluation. Each student has a daily binder for the activity, in which they must write **what** they want to do, **where** they want to do it, and with **whom**. Some follow a template sheet that outlines possibilities, others write freehand. After Mr. V. signs off on their plan (or requests revisions prior to approval), students are free to engage in these art, play, reading, or outdoor activities for 35 minutes. During Review, they are responsible for writing about how it went: Did they enjoy it? What did they build/make, etc.? This period facilitates social interaction, creative play, and concept expansion It is completely individualized but can be used to encourage community at the same time.

Finally, the day ends with one of several activities listed above in the schedule. Students use the **library** for book check-out, on-line research, library research for specific reports, and reading alone or with others. **Multicultural Art** is a PTA-sponsored effort staffed by parent volunteers. **Drama** uses local actors who volunteer with specific classes for several weeks working on movement, expression, impromptu skits and the like. **Share-a-thon** involves students from each group (Bats, etc.) rotating weekly to provide stations for their classmates. Stations can be about a student's specific interest (e.g., whales), and involve the student teaching something to her peers, and/or involving them in an activity (seeing a brief video, drawing and labeling whales). Students always rejoin the teacher in the carpeted area for any announcements and dismissal.

Summary. Mr. V.'s teaching strategies and classroom environment illustrate well Gardner's principle of multiple intelligences, that "schools should relate their activities to something that's valued in the world" (Checkley, p. 12, 1997), to looking at the performance that we value, whether it's linguistic, logical, aesthetic or social, and to allowing students to show their understanding in a variety of ways (Checkley, 1997). This structure and foundation provides for meaningful instruction of a group of learners who have diverse ages, current abilities, backgrounds, and social skills, while addressing critical core curricular areas. Additional adaptations for specific students are often less necessary, superfluous, or when necessary for acquisition of specific skills, are easily infused Into such an environment.

BRADLEY MIDDLE SCHOOL

History and Structure. Bradley Middle School has an enrollment of 1,350 students in grades 6, 7 and 8. Bradley is a large urban middle school with a majority of students whose primary language is Spanish. Four years ago the school "reinvented" itself after two years of collaborative planning and staff development activities. Initially, these activities were largely focused on the general education students and staff. However, because of the active involvement of the special education staff, the schools' restructuring plan was expanded to include all of the students and staff at Bradley. The restructuring efforts resulted in a reorganization of the staff and students into teaching teams. There are 10 teacher teams in the 6th grade, 9 teacher teams in the 7th grade, and 8 teacher teams in the 8th grade. Each teaching team consists of two teachers, with one teaching a Humanities block (i.e., Language Arts and History) and one teaching Math and Science. Each team has approximately 50 students – with 25 students per teacher. In addition to these core classes, students have scheduled a 30 minute morning and one "enrichment" period. During "Enrichment," the students have one semester of PE and one semester of an elective (i.e., art, drama, music, band or Spanish). Other than the morning Advisory period, lunch schedules (for each grade level) and the one "Enrichment" period, each teacher team can set their own schedules, allowing for flexibility and more extensive time blocks for instruction across the four core subjects.

The use of teacher teams also allows for the establishment of a true learning community. With only 50 students per team, teachers are able to develop a relationship with each student, class sizes are kept low (i.e., 25 students per class), each teacher has a partner with whom he or she can plan and collaborate in an interdisciplinary fashion, and students experience a stable clustering of teachers and peers. While students do change teacher teams at each grade, the student team largely remains intact and students experience the same Advisory teacher throughout all three grades.

The staff also determined that students with IEPs should be included in the general education program. The school has approximately 145 students with IEPs, including students who experience severe disabilities, learning disabilities, social-emotional disabilities, and speech and language disabilities.

At the start of the reorganization plan, five special education teachers were at the school. Each felt more comfortable supporting students within a categorical model. So, initially, one teacher supported the students with moderate/severe disabilities, one supported the students with social/emotional disabilities and four teachers supported the students with mild/moderate disabilities.

Over the course of the next four years, several things happened to cause the special education staff to regroup and formulate a new strategy for supporting their students with IEPs. First, the numbers of students with IEPs increased as did the number of special education staff at the school. Second, the teachers of students with mild/moderate disabilities, in particular, were feeling as if they were stretched too thin and not able to provide adequate support to both the students and the general education staff. The special education teachers met with colleagues from a local university (who represented both credential areas) and explored various options for service delivery. The group then decided on and laid out the details of a plan that was submitted to the principal and the staff for their review, comments, and ultimate acceptance. In addition, prior to the development of the final plan, the group pulled key general education staff and administration for an informational session to share the plan, discuss the rationale for the plan and to provide an opportunity for discussion, questions and input. The latter activity proved to be a very valuable strategy, as it secured the support of many key teachers and administrators. Their feedback was incorporated into the plan which was then finalized and presented to the school's governance team for final approval.

The approved plan consisted of two primary components: 1) student groupings and 2) staff assignments. Originally, students with IEPs were divided relatively evenly (with regard to gender and disability label) across all teachers/teams within a given grade. This fit with the school's model of heterogeneous groupings of students across teachers and teams. Each teacher/team had a small number of students with IEPs, but it was difficult for the supporting special education teacher to work with so many teachers (and students). The teachers of students with mild/moderate and social/emotional disabilities felt they were spending too much of their time reacting to situations, which diminished their time spent working with students proactively in classrooms. As a result, the teachers felt that if they were able to group students across fewer teams, they would be able to spend more time in classrooms working directly with the teachers and the students. Part of the "problem" of being stretched too thin also resided in the numbers of students that some teachers were supporting. Initially, the teachers organized their "caseloads" by categorical label. However, a number of teachers had visited and read about schools that had decided to move to a noncategorical model, and started to feel that this was perhaps the way to go. Given that there were now eight staff members and a larger number of students with disabilities, this was the time to start to make a change. At the same time, they recognized that they each had a lot to learn about working with a variety of students. As a result, they decided to develop a transition plan and to begin with a "modified" noncategorical model that would allow the opportunity to interact with a variety of students and with each other with the purpose of gaining greater skills and confidence. As part of this modified plan, staff assignments were made based upon grade level, with some consideration for categorical label. According to the district's categorical assignments, the teacher positions assigned to Bradley Middle School originally included two teachers with a moderate/severe credential (and RSP certificate); one teacher with a mild/moderate credential (and social/emotional disabilities and RSP certificates); and five teachers with mild/moderate credentials (three were originally assigned as Resource Specialists and all five held RSP certificates).

Staff Resources.

- 6th grade teachers (organized into 10 teacher-teams)
- 7th grade teachers (organized into nine teacher-teams)
- 8th grade teachers (organized into eight teacher-teams)
- PE Teachers
- Special Education Teachers (according to the district's categorical assignments - three Resource Specialists, two "Learning Handicapped (LH)" Special Day Class Teachers, one "Severely Emotionally Disturbed (SED)" Teacher, two "Moderate/Severe" Teachers)
- Paraeducators
  eight Speech and Language Specialists
  two Adapted Physical Education Specialists
- Peer Tutors

Special Education Support Assignments - Teachers. The six teachers who held mild/moderate credentials (which included the one teacher with the SED certificate) were assigned two to each grade level, with the teacher with the SED certificate being assigned to the sixth grade. Each of these six teachers was to support three teacher teams each (total of six general education teachers). It was decided that the two teachers with the moderate/severe credential would be divided such that one supported sixth grade and the other was split between 7th and 8th grades. The 6th grade teacher with the moderate/severe credential would be responsible for supporting one teacher team (two general education teachers) and to collaborate with the other two special education teachers in grade 6 to support and develop instructional programs and adaptations for any 6th grade students with severe disabilities. The second teacher with the moderate/severe credential would be responsible for supporting the four special education teachers across 7th and 8th grades in doing the same for any 7th and 8th graders with severe disabilities. This 7th/8th grade support teacher would also be responsible for coordinating the peer tutor program. In effect, the two teachers with the moderate/severe credential would serve as a mentor to their peers in supporting students with severe disabilities, while at the same time, being mentored and assuming responsibility for supporting a number of students with mild/moderate and social/emotional disabilities. The 6th grade teacher with the moderate/severe credential would have a heterogeneous caseload in the teacher team that she was responsible for supporting. In addition, by having the teacher with the SED certificate function as one of the 6th grade supporting teachers, he could be involved in transitioning students with the SED label into the middle school and mentor his partners in establishing effective supports (and continuing these supports) for incoming students with social-emotional disabilities. This strategy resulted in three special education teachers supporting seven teacher teams in grade 6; 2.5 special educators supporting six teacher teams in grades 7; and the same for grade 8. The teachers felt that they would institute this model for at least one year to provide themselves with training and time to develop skills and competence to teach students with varying abilities. They decided that at the end of the year they would evaluate their "progress" and decide whether to continue for one more year, to make some further "modifications" in the direction of a more cross-categorical model, or to go fully with a cross-categorical model the next school year.

Special Education Support Assignments - Paraeducators. Twelve paraeducators were available to provide support across grade levels and teacher teams. It was determined that 4.5 paraeducators would support the seven teacher-teams in 6th grade; four would support the six teacher teams in 7th grade; and 3.5 would support the six teacher teams in 8th grade. Additional teacher and paraeducator support was allocated to the 6th grade since it was felt that the more time spent with supporting students during 6th grade, the more likely they are to experience success and would consequently not require quite as much adult support in the older grades. In addition, there tended to be more students with IEPs in 6th grade, with slightly fewer students in each subsequent grade (i.e., 53 students in 6th; 47 in 7th; and 45 in 8th). The paraeducators were provided training on working with students of differing abilities, as well as how to provide supports in the general education classrooms.

Special Education Support Assignments - Student Assignments. On average, there were approximately six to seven students with IEPs assigned to each participating teacher team with approximately three to four students with IEPs in each class. The students with IEPs were assigned heterogeneously across teacher-teams and classes, consistent with the school's philosophy of heterogeneity and no tracking.

Special Education Support Assignments - Collaboration. Time to collaborate is essential to this model. The general education teacher-teams have joint planning time for one full period a day (while their collective students are either at PE or in an enrichment class). The special education teachers join this regular planning time once a week for each team they support. In addition, the special education teachers themselves hold two planning/collaboration meetings a week, one with their same grade peers and once with the entire special education teacher staff. The purpose of these meetings is to share ideas and strategies, provide peer consultation, and overall staff development. Monthly, during the full special education staff meeting, an outside "expert" is brought in to share specific strategies around a chosen topic or the teachers themselves share information from a recent conference or workshop. The other three meetings in the month are largely used for logistics, planning, and other school issues. The special education grade level meetings, however, are all geared to the development of curriculum, adaptations, and meaningful IEPs. The paraeducators are included bi-monthly in the general/special education planning meetings for the teachers they support and for the grade level special education teacher collaborative meetings, at minimum. They are also supported to attend the monthly topical/presentation meetings. The general/special education planning meetings are held during the general education teacher team's enrichment period, while the other meetings (special education grade level and full special education staff) are held either after school or in the afternoon of the once a week "minimum day" for students. The minimum day is achieved by increasing the school day by 30 minutes for four days a week, and dismissing students two hours early one day a week. The minimum day is used for professional development and collaboration time.

Research-Based Practices – Advisory. One significant component of Bradley's restructuring plan is to create smaller communities within the school. One way of addressing this issue involves the establishment of teacher teams. A second strategy is the development of small group advisories that meet once a day for 25 minutes. This strategy is consistent with the Carnegie Council on Adolescent Development's recommendation to restructure schools into smaller communities within the school (Turning Points, 1998). Groups of the same 20-22 students meet on a daily basis for 25 minutes throughout their entire middle school experience with a staff member at the school who serves as their advisor. This practice ensures that all students have a personal and ongoing relationship with one adult in their school community. All credentialed staff at the school serve as advisors. The only exception, for the time being, are the special education teachers. The staff, after much discussion and debate, decided that while "inclusion" was still relatively new, it would be in the best interest of the students to have the special education staff collaborate with the primary advisors on supporting students with IEPs. This support was considered essential in the development of strategies for conflict resolution, study skills, and portfolio and exhibition development. It is the responsibility of the special education staff to develop the conflict resolution and study skills curricula that are used and implemented by the Advisors. While not all teacher teams in a given school year have students with IEPs in their classes, the school's governance body also decided that all advisors should have at least one student with an IEP in their small group Advisory. As a result, all Advisories are heterogeneous with regard to gender, ethnicity, and ability.

Small-group advisories enable teachers or other staff to provide guidance and actively monitor the academic and social development of students (Turning Points, 1998). Research on successful middle grades schools and at-risk students in middle grades underscore the importance of developing caring and respectful relationships between adults and students. At Bradley Middle School, the advisor advocates for the student's academic and learning needs, as well as personal and health concerns.

The advisor's responsibilities include assisting students with their "Triple As" (for assess, act, achieve), conference planning, goal setting, portfolio development, and positive student behavior. In addition, the advisor serves as the first contact for disciplinary issues, communication with the student's family, providing information about school events, policies, and resources, and facilitation of the "Student Success" curriculum (e.g., service learning, conflict resolution, character education, study skills, learning styles and multiple intelligences). Special education support teachers work closely to support the advisors. While the special education teachers maintain primary responsibility for monitoring the IEP process, the special education staff support the advisors to plan the curriculum and structure the environment to create an inclusive and connected group which meets the individual needs of all their Advisory students. It is not unusual for the special education support teachers to provide instruction to all students in areas such as conflict resolution, study skills, and goal setting.

Research-Based Practices – Student-Led Conferences. One of the significant outcomes achieved by all students at Bradley Middle School is the annual student-led conference. Students are empowered to prepare for and lead their own student-teacher-parent conferences with support from their advisor (and special education support teacher if applicable). The benefits of a student-led conference, in contrast to the traditional parent-teacher conference, include encouraging student responsibility and open parent-student-teacher discussion, developing student oral communication skills and self-confidence, and increased parental participation in conferences (Hackmann, Kenworthy, & Nibbelink, 1998).

All students are expected to attain the highest level of education in the context of setting and achieving individualized goals throughout their middle school years. Students with IEPs utilize the goals they develop alongside their nondisabled peers to self-advocate and participate more fully in the IEP process. All students at Bradley are required to identify goals and demonstrate growth in the following four areas:

- Academics (i.e., improve school performance and use positive study habits);
- Personal responsibility (i.e., develop the skills to become more independent and self-reliant);
- Social responsibility (i.e., perform service for others); and
- Health/fitness (i.e., develop the habits to improve their quality of life).

Students are required to complete their "Triple A" goal sheets at the beginning of each term, with support from their advisor. They review their goals with their advisor and work on their portfolios to prepare for the student-led conference held toward the end of each term. During Advisory, all students receive instruction to learn the necessary communication and leadership skills to facilitate their conferences. This is an ideal opportunity for students with disabilities to receive specific support services as designated in their IEP (e.g., Speech) to prepare for their conference and annual IEP meeting.

Research-Based Practices – Peer Tutor Program. Cross-age peer tutoring is available to all students at Bradley. Seventh and 8th grade students may elect to take the Peer Tutor class as an option during their enrichment period and/or complete service-learning hours supporting students during the after-school tutorial program. Students with IEPs have the opportunity to receive in-class support from peer tutors who are trained and supervised by one of the special education support teachers. Peer tutors receive training on inclusion, "People First Language", respectful and supportive ways to assist others, strategies to assist teachers and all students in the classroom, and curriculum adaptation. Peer tutors are viewed as a resource to all students in the classroom and are strategically placed with teachers and classes that best utilize their strengths and match their interests. They are required to complete weekly journals to report on class activities and the tutored student's progress in the general education class, as well as to reflect on their own experience and needs. The special education support teacher provides ongoing guidance, feedback, training and support to peer tutors, and maintains a close collaborative relationship with the general education teachers who have peer tutors assisting in their classrooms.

Research-Based Practices – Service Learning. Providing opportunities for inclusive service learning is an important part of Bradley's school culture. According to the recommendations outlined in *Turning Points* (1998), youth service should be a part of the core program in middle school education. The inclusion of students with disabilities provides the foundation for the service learning program at Bradley. Students with and without disabilities are placed into teams within their humanities block to plan, complete, and reflect on service projects of their choice. Through service-learning, students use community service activities to apply academic lessons to the world beyond the classroom, as they make connections between the social issues and problems in their community and the interdisciplinary themes addressed in their classes. Examples of projects range from painting a mural on campus to promote respect and celebrate human diversity, to serving lunch at a nearby homeless shelter. The service-learning component at Bradley celebrates each student's abilities and contributions as all students are provided the opportunity to make a difference to others and in their community.

Research-Based Practices – Extended Day Programs. After-school tutoring and enrichment classes are provided after school for all students. Students with IEP's are included in all programs supported by Americorp volunteers under the supervision of special education support teachers. Bradley offers classes in reading, writing, and math to assist students performing below grade level as well as a technology class to increase computer literacy and communication skills. A variety of enrichment classes and intramural athletics including volleyball, basketball, yearbook, Club Live, the school newspaper, reading club and peer mediation are also available during the Extended Day Program. In addition to these classes and clubs, the library houses a Learning Center staffed by general and special educators and Americorp volunteers. At the after-school Learning Center, students may receive tutorial support to complete homework, class assignments, and to prepare for tests in their core curriculum classes.

Portfolios and the Exhibition Process. Student achievement is measured in a variety of ways at Bradley. Overall progress in specific classes is documented using a rubric denoting beginning, developing, accomplished, and exemplary performance for content and study skills. Portfolios are also an important tool used by students to demonstrate their overall progress and specific achievements during the middle school years. The students maintain their portfolios in their Advisory classroom. The contents of the portfolio, which includes samples of student work, rubrics, and records of participation in service projects, school activities and student accomplishments are aligned with their individualized goals in the four areas of academics, personal responsibility, social responsibility, and health/fitness. Periodically students will present their portfolios to peers in their Advisory to prepare for the year-end exhibition. At the end of their eighth grade year, students must formally present the pieces from their portfolio that best exemplify their progress in the four identified areas. This formal presentation at the end of eighth grade is referred to as the Portfolio Exhibition. Students prepare a presentation of the pieces of their portfolio that best exemplify their achievements in the four key areas (academics, personal responsibility, social responsibility, and health/fitness). The presentation is made to a panel whose purpose is to provide a formal evaluation of the student's exhibition. The panel is comprised of the student's advisor, parent(s), a peer of their choosing, one of the student's teachers and a community member. The 8th grade exhibition is a requirement for matriculating on to the 9th grade.

AN EIGHTH GRADE EXHIBITION AT BRADLEY MIDDLE SCHOOL

Lee is an eighth grader at Bradley Middle School who experiences Down syndrome. Lee has been preparing for his exhibition during his Advisory and after school at the Learning Center. Lee has received support from his advisor, special education support teacher, and a peer tutor who supports Lee after school two days a week. Lee has maintained a portfolio all three years at Bradley that has been organized into the four core areas: academic, personal responsibility, social responsibility, and health/fitness). With support, Lee has selected work samples and other documented artifacts from his portfolio and has put together a presentation that will best exemplify his achievements and talents. Because one of Lee's IEP goals has focused on use of the computer, Lee and his peer tutor have taken photographs (using a digital camera available in the school's computer labs) of his portfolio exhibition items and work samples and made overhead transparencies. With the help of his peer tutor and advisor, Lee has dictated his opening remarks (students need to provide a quick "bio" of themselves), and his closing remarks. He has typed them and made a transparency of his remarks, and included several personal photos which his family assisted him to take also using the digital camera. Lee also chose to use digital photographs to represent his volunteer service at his church, and the school job that he performs in the school's health services offices. He also made a tape recording of the two brief interviews he conducted with his supervisors in both of those settings regarding his attitude, performance and contributions. To assist with Lee's need for assistance with organization, Lee was assisted to organize his presentation on overhead transparencies, which were placed in plastic sheet protectors and placed in a three-ring binder. Lee's speech/language therapist practiced the oral part of Lee's presentation with him over the preceding weeks. During Lee's presentation, he lifted each transparency out of the binder, placed it on the overhead, and spoke to what he was sharing. On some transparencies, a small symbol was placed in the top right corner as a reminder to Lee to also show his actual artifact (i.e., his diaspora or collage), or to play the tape of his interviews. While only five panelists are selected for the evaluation of the exhibition, students are allowed to invite as many others as they choose to view their presentation. All of the students from Lee's Advisory and over half of the students from his 8th grade class were present to watch, congratulate and share in Lee's accomplishments!

Case Example of a California High School

History. The restructuring process used in this example was closely linked with the Coalition of Essential Schools (CCES) movement (Sizer, 1992). The CCES is devoted to the principle that all students can learn and that the educational community must develop personalized and meaningful learning experiences so that all students can succeed (see Resources for CCES contact information).

This high school is a large urban high school serving a diverse community of students. Restructuring was first implemented in the lower grades, with 9th and 10th grade teachers and students reorganized into smaller teams. For juniors and seniors, attention also was directed toward career paths (e.g., establishing a Computer Academy) to assist students in identifying career opportunities; make connections between work, their community and the curriculum; set educational and career goals for themselves; and internalize the need to achieve in high school.

As an integral part of this restructuring movement, special educators at this high school became active members of all committees. For example, they participated on interdisciplinary curricula writing teams to develop curriculum standards to facilitate access to the curriculum for *all* students, including those with disabilities. In committees, the concept of including students with disabilities was not discussed as a separate issue; rather, discussion focused on effective education for *all* students. Special education staff continuously participated in all restructuring discussions, assisting them to draw connections between the goals of inclusive education and the goals of other restructuring efforts. Participation of special educators on committees enabled them to become familiar with the curriculum in general education classes, to plan team teaching arrangements with general education teachers, and to begin to develop adapted materials and modify assignments that would support students to fully participate and find success in classes.

The outcome of a year of planning, writing, and development was a committed staff dedicated to ensure that educational practices matched the "all means all" principles of the CES (Sizer, 1992). When school opened in the Fall of 1993, every freshman eligible for special education was fully included in core curricular and elective courses alongside their nondisabled classmates. Among the strategies that contributed to this high school's successful restructuring were:

- adoption of a set of guiding principles (i.e., CES principles);
- the development of a shared mission statement based on these principles;
- administrative leadership to maintain a focus to this vision;
- collaborative teaming processes;
- total staff development efforts directed towards learning new methods of curriculum development, active learning practices, instructional strategies that support diverse learners, and authentic assessment; and
- the allotment of time for staff to plan together for the present instructional situation and students' future needs.

All of these strategies have repeatedly been identified as critical to any successful school restructuring endeavor (Villa & Thousand, 1995; Knoster, Villa, & Thousand, 2000). In the context of a high school, it further is necessary to break away from practices and organizational structures that compartmentalize and divide faculty and students. To accomplish this, the high school addressed organizational as well as the following instructional practices:

- divided the school into smaller units;
- established block scheduling;
- grouped students heterogeneously;
- grouped faculty heterogeneously;
- emphasized active learning;
- emphasized authentic assessment strategies; and
- made special efforts to develop a community of learners.

Organizational Structures - Dividing the School into Smaller Units. In the Fall of 1993, the 9th grade was reorganized so students were clustered into one of three smaller teams. The "schools within a school" teams at this high school are comprised of core curriculum teachers, two "support teachers" (formerly called "special education teachers"), an administrator, a school counselor, and one or two paraprofessionals supported by special education resources. The core curriculum teachers use an interdisciplinary approach to deliver the curriculum in the areas of Humanities (combining English and Social Studies), M.A.S.S. (combining Math and Science Studies) and U.S. Studies (combining History and American Literature).

The elimination of the "special education teacher" label was considered critical to changing the perception that only "specialists" can work with students with disabilities. Thus, the high school selected the term "support teacher" to identify staff who, in collaboration with general education teachers, supported (and coordinated services for) students eligible for special education. Support teachers take on a variety of collaborative roles with the general education teachers. They co-teach or team-teach with content area teachers within heterogeneous classrooms and function as a support to all students, not just those who qualify for special education services.

To enable members of the team to work more effectively together, the administration scheduled a common preparation period and located classrooms in close proximity to one another. Teachers may be more responsive to and assume greater responsibility for students experiencing some difficulties because they have more time and opportunity to meet regularly to share information about students' progress and challenges.

(Table 4: Insert a table with current caseload numbers for support teachers – need to get this info from WHS teachers).

Organizational Structures - Establishing Block Scheduling. The teams have also divided their daily schedules into blocks of time. Instead of teachers teaching five periods each day, they teach two blocked periods per term plus one class outside of their team. By block scheduling integrated subject matter, the teacher/student ratio is reduced from approximately 180 to 90 students per teacher. Block scheduling has dramatically increased the opportunity for more personalized teacher-student time (Thousand, Rosenberg, Bishop, & Villa, 1997).

Just because block scheduling affords more time to concentrate on a particular subject, topic, or activity does not mean that instruction actually changes to accomplish this end. Teachers have needed to adapt their teaching styles and strategies to accommodate the increased time block (i.e., 1 hour and 53 minutes). Teachers arrange a variety of activities throughout the block -- cooperative groups to individual practice, group instruction, and group projects.

Organizational Structures - Grouping Students Heterogeneously. The "all-too-frequent" method of organizing students in secondary programs referred to as *tracking* has been intentionally decreased at this high school by eliminating what was previously called the "basic" track, the track identified for the students who were the least successful. All students, including those with disabilities, now are required to enroll, participate, and learn in core college preparatory courses throughout their four years of high school.

The benefits of homogeneously grouping students for the purposes of instruction has not been substantiated in the research. In fact, many students have suffered negative effects when grouped homogeneously (Allan, 1991; Oakes, 1985; Sapon-Shevin, 1994). To create a community of learners that reflects the characteristics of the larger community in which the students live, they need to be taught in groups that reflects the range of characteristics, abilities, and ethnicity's within the entire community. In addition, homogeneous grouping of students has been based upon a traditional view of intelligence; that is, where intelligence is linear and on a continuum from bright to not so smart. This view of intelligence is narrow and does not reflect newer perspectives of intelligence, including the concept of multiple intelligences (Gardner, 1983), which is discussed in more detail in the next section of this chapter. In addition, rather than grouping students so they experience learning only with others who learn at the same pace and in the same way, grouping so students learn to work within a diverse learning community undoubtedly better prepares them for the heterogeneous "real world." The more diverse the learners, the broader and more applicable their learning experience can be.

Heterogeneous groups of students (from the same grade level and "school within a school") meet with their advisor (each teacher in the school has a mixed group of general and special education students) for 20 minutes a day. The advisor and students stay together for all four years. This opportunity extends the personalization of school for students as they form lasting relationships with each other and the teacher advisor. During the advisory period, the daily school bulletin is reviewed. Additional activities may include team building activities, discussing and problem solving school and student issues, discussing academic and extracurricular opportunities and goal setting, and instruction for character education, organizational and study skills, and test taking.

Organizational Structures - Grouping Faculty Heterogeneously. Not only the students, but the faculty of this high school work in more heterogeneous groupings. Unlike traditional high school settings in which only those teachers in the same "department" or discipline work together, the math/science, social studies, English/Humanities, and support teachers of each cluster team work together to write curriculum, plan lessons, and develop and deliver educational programs to meet the needs of students assigned to their team. These new groupings offer faculty opportunities to go beyond their initial area of expertise or certification and engage in "role release," the "giving away" of one another's specialty knowledge and skills so that all may become "generalists" more capable of teaching adolescents and young adults.

Support teachers quickly realized that their old way of matching students and special education support was clearly categorical (e.g., students with learning disabilities were assigned to teachers labeled Resource teachers, students with low incidence labels were assigned to special education class teachers and rooms). As a result, teachers might have two or three special educators interacting with them to support students with various labels in their class. This was an inefficient and confusing use of the special educator's time and expertise. Therefore, this high school moved to a noncategorical system of support for students, in which each support teacher is assigned to a given number of classroom teachers and provides whatever is needed for the students to be successful in those teachers' core curriculum classes. Each support teacher now works with a heterogeneous caseload of students who qualify for Resource Specialist services, including students who have qualified for special education classes or resource specialist services based on mild to severe disabilities.

Since all students are now enrolled in core curriculum classes, this is where the support is needed and provided. The additional support benefits not only those students identified as needing specialized services, but many other students who do not qualify for specialized services but who, nevertheless, experience their own unique challenges in learning. The amount and type of consultation and in-class support provided to classroom teachers is determined by the faculty team, based upon students' individual learning needs. Manual 2 of this Starter Kit includes descriptions of paid and natural supports utilized here and in other California schools.

Communication among the entire teaching faculty is important and always a challenge. The benefits of discussing individual students' learning styles, methods for applying certain teaching strategies across curriculum areas, and so on is clear. Yet, time is always short for such communications to occur. Examples of communication forms to communicate important student information between support teachers and general educators are included in Manual 2 in the Collaboration section.

Core curriculum teachers and support teachers also work together to develop integrated thematic curriculum units. The teachers use a format developed by Roger Taylor (1994) for writing integrated curriculum units that emphasize active learning instructional, multi-level instruction, and opportunities for students to use and develop their multiple intelligences.

Organizational Structures - Engaging Student Leaders in School Reform and Inclusive Education. Student leaders are well informed and consulted about reform efforts at their school. The Associated School Board (ASB) students have been instrumental in ensuring that all students are supported in their classes and have opportunities to participate in all aspects of campus life. Each year, the group spends time learning about inclusive education and the needs of students with disabilities at their school. They have committed to both short- and long-term goals toward improving the educational and social experiences for students with disabilities at their school. Students with IEPs who are members of ASB provide leadership for the group to maintain vigilance around the rights and needs of students with disabilities. The ASB students, together with students with IEPs, peer tutors, and general and support teachers, also plan and participate in class presentations about inclusion to the freshman classes.

Instructional Strategies - Active Learning Strategies. As a component of the restructuring effort, the faculty and staff have been involved in various inservice training experiences to develop their use of active learning strategies, the development of units that focus on interdisciplinary instruction, and Specially Designed Instruction in Academic English (SDAIE) training. Many staff also received training to design curriculum and lessons based upon critical thinking, problem solving, and researching skills (versus the memorization of basic facts). In addition, several faculty attended in-depth training on the use of multiple intelligences instruction in the classroom.

It is the faculty's philosophy that active teaching strategies increase and improve student engagement in learning, encourage greater student contributions, and enables students to use higher order thinking skills and to choose among a variety of ways to demonstrate their knowledge and skills. The use of these strategies also encourages more teacher collaboration and team teaching, as professionals share units and lessons developed under these models.

As teachers became more comfortable using a variety of active learning strategies, they also became more comfortable with students working on different levels which is referred to as *multi-level instruction*. The concept is based upon the premise that students do not learn the same way, at the same time, using the same materials (Falvey, 1995). Once teachers accepted this concept, strategies for responding to the multiple skill levels of students' could be brainstormed and implemented.

Instructional Strategies - Authentic Assessment. A critical issue related to the inclusion of students with diverse learning needs and ability levels is that of assessment and grading. Just as traditional didactic teaching strategies fail to meet the needs of many learners, so do traditional assessment strategies. Because teachers at this high school work so closely together within the students on their teams, they develop a more in-depth and comprehensive knowledge of students' strengths, learning styles, and needs. Because of this increased familiarity with students, they are less inclined to use formalized methods to assess student performance and, instead, prefer to assess students' skills in more meaningful ways. The point of assessment is not to teach students how to take a test for the purposes of passing, but rather to determine students' growth in knowledge, understanding, and application of that which is identified as educational goals.

Project work is another performance-based means of allowing for authentic assessment. Ninth-grade Humanities faculty require each student in the course to complete one project each quarter, such as to demonstrate their understanding of a unit on Africa. As a culminating event, each student displays or demonstrates their project to classmates, further extending individual learning to all students.

The teachers continue to struggle with the translation of authentic assessments into grades for report cards. Grades always have been subjective indicators of student progress and achievement. However, in high schools, grades and grade point averages become critical indicators for entrance into post-secondary education and the job market. Grading of students with disabilities often has been a "stumbling block" in providing inclusive educational services. In inclusive schools, a variety of strategies must be developed to communicate in meaningful ways the progress of students eligible for special education in core curriculum general education classes. These strategies must value a variety of participation levels on the part of students.

Instructional Strategies - Developing a Community of Learners. Very deliberate actions have been taken to foster positive interactions through such activities as ability awareness inservices for all freshman, the development of peer tutoring arrangements, sponsoring of Circle of Friends support groups, and other unique arrangements designed to facilitate friendship development.

This school has a school service program in which students may enroll to earn credit for providing more formalized support to classmates who need assistance to fully participate in academic or elective classes. However, students also naturally and automatically extend support to classmates with special needs through cooperative learning activities, paired partnerships for individual activities, and spontaneous assistance, as a need arises. It is usual to observe students offering to tie an untied sneaker, assisting in carrying a classmate's lunch from the cafeteria, taking turns playing on a wheelchair, and supporting a classmate with motoric challenges to move from class to class. The following scenario illustrates how the valuing of *all* of members of a classroom community can and was developed.

Instructional Strategies - Service Learning. One of the goals set by student leaders was to implement a service-learning club at their school. Initially the group participated in an inservice on service learning and the opportunity to offer inclusive experiences for all students who plan, participate in, and reflect on their community service projects. The ASB class decided to pilot the service learning curriculum by dedicating one day per week of their class time to participate in the service learning program. They were able to offer their feedback regarding the curriculum, accommodations to students, and service projects to the teachers involved. The ASB students recommended that a year-long service learning after-school club begin at their school. They also elected to maintain the service learning component in ASB during the second semester each school year.

Peer tutors support students with IEPs within their classes or after school during the after-school tutorial program. They are invited to participate in the freshman class presentations (see ASB section) and recruitment of future peer tutors by speaking to students during lunch clubs. Peer tutors are provided with training to increase their understanding of inclusion, and the supports and services necessary to ensure each student's success. Specific topics of training also include issues of respect, the "Do's & Don'ts" of providing support, providing individualized accommodations, developing curriculum adaptations, using graphic organizers and mind mapping, communication, and positive behavior support. Peer tutors are required to complete a daily journal to document the daily activities and homework assigned in the general education classes, to reflect on what they have learned during the week, and to identify specific questions and needs for the inclusion support teacher. At the end of the term, peer tutors complete a final project to either reflect on the experience of being a peer tutor or to design an authentic product or activity to inform others about the peer tutor class. Examples of final projects have included letters written to students and staff describing the profound impact peer tutoring had on their lives, formal presentations to the counseling staff to share the successes of peer tutoring and encourage continued referrals of peer tutors, creation of peer tutor mind maps and flyers, and photo essays of their experiences.

DEVELOPING AN EDUCATIONAL COMMUNITY WHERE ALL STUDENTS CAN LEARN

Mr. Kole's classroom is one in which students are extremely active and involved in the daily activities of the class. Mr. Kole is a math/science teacher on one of the 9th-grade teams. There are 32 students in the class with varying abilities and challenges, including students identified as gifted to students with severe multiple/medical needs. Because Mr. Kole teaches the same students for two periods in a row as a result of block scheduling, he is able to use art, music, drama, and history to convey the math and science core curriculum. Each year the students are involved in research projects, simulated courtroom situations, and other activities. Mr. Kole uses a wipe board to delineate the weekly schedule of goals, objectives, daily assignments, and nightly homework.

Mr. Kole works closely with the support teacher, Ms. Garcia, to collaboratively design lessons they hope will meet all students' needs. When necessary, they develop adaptations for select students; and, the students who need adaptations are not always students with disabilities. Many benefit from this more individualized approach to teaching. Some adaptations often used in Mr. Kole's class are templates for math computation and readily available manipulatives, allowing for students to share their results verbally rather than solely in written work.

Jose, a student with severe multiple disabilities, uses a wheelchair and is wheeled into class by a different classmate each week. A group of students developed a volunteer rotation to support Jose's mobility. Ms. Garcia, modifies Jose's math materials to address his IEP objectives and math proficiency. While Jose works on number recognition, most of the other students are working on simple, and eventually, multi-step algebraic equations. Another one of the students, Jerome, who has autism, is working toward academic credits while being supported through facilitated communication (see Biklen & Cardinal, 1997 for further information about facilitated communication). Three of his classmates have been trained to "facilitate" with Jerome so that he can communicate.

Another student in Mr. Kole's class has Down syndrome, while three other students have learning disabilities. In their teaming arrangement, Ms. Garcia and Mr. Kole strive to continually verify that all students are involved and engaged in learning in meaningful ways. Students with identified disabilities are integrated into different cooperative learning groups within Mr. Kole's class. Ms. Garcia is available to assist any student. As a result, she functions as a second classroom teacher who co-teaches and co-plans instruction with Mr. Kole, and assists students who need support, when they need it.

continued...

One Monday morning, the topic is solving algebraic equations. Mr. Kole, after reviewing the weekly schedule with the students, announces that he would like the students to convey in whatever form they would like the solution and the method for solving the following algebraic problem [2x + 1 = 10]. He tells the students to be creative and use any method that makes sense to them. He tells them they can use their "multiple intelligences" and write a poem, draw a picture, tell a story, use objects to represent the algebraic problem, and so on. He also asked the students to imagine a situation in which they might need to be able to use such a problem in their life now or in the future.

Jose participates with two of his peers to write out and use objects to represent the algebraic problem. Jose has the poster they created attached to his wheelchair, and he takes on his lap tray all of the other materials to the front of the class for the demonstration. Jose also chose the colored markers and poster paper used to share their answers. Jerome, through facilitation by a classmate, is able to provide a verbal explanation of the problem and when he might use it. All of the students, including those with disabilities, use a variety of response modalities and are successful at demonstrating knowledge related to the algebraic problem or at least participating in a meaningful way. Not only do students enjoy presenting their methods of representing the algebraic problem, they are fascinated and impressed by their peers' multi-faceted presentations of the problem.

Following class, during their common planning time, Mr. Kole and Ms. Garcia debrief and assess the outcomes of the day's class. Mr. Kole comments that for him one of the great benefits of the school's restructuring is that students without disabilities get so many more opportunities to naturally develop their creative problem-solving skills and enhance their own capacity for creativity by facilitating the involvement of their classmates with disabilities. Ms. Garcia agrees that the students were enormously inventive and wonders if they feel the personal empowerment they show as they work and include all members of their groups. They both agree that a real sense of community seems to have developed in the class during the semester.

Now that we have a common definition and a sense of what inclusive education looks like, let's talk about where to start in developing inclusive schools. **Figure 1** presents a flow chart of critical **District Level** steps and **Table 5** outlines three phases of development. The activities in each phase are cross-referenced with the **District Level Inclusive Education Needs Assessment** (see Resource section).

TABLE 5: DISTRICT LEVEL - FIRST STEPS

PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase 1: Year One	
➢ Superintendent charges district to form a **cross-constituency task force** (parents, educators, related services, administration, categorical programs across general and special education) that will examine the status of special education services in relationship to the least restrictive environment.	2, 3, 7, 16, 25, 41, 42, 43, 44, 49
➢ Task Force conducts **needs assessments** including **Quality Assurance Review** and makes recommendations for plans to facilitate school ownership of all students.	1, 2, 3, 4, 5, 6
➢ **Stakeholder workgroups** are formed to address key need areas (e.g., personnel development, service delivery, curriculum, policy and procedures).	3, 7, 8, 16, 24, 25, 40, 41, 42, 43, 44, 49
➢ Task Force meetings and plans are open, publicized and **disseminated widely** across the district on ongoing basis, using both electronic (website) and in-person means (e.g., PTA, CAC, teacher and related services meetings, etc.).	3, 6, 42, 43, 44, 45
➢ Plans are approved through district **protocol.**	2, 7, 14, 15, 20, 21, 24, 28
➢ **Initial cohort of school sites** is selected based on, e.g.: 1) IEP requests for inclusive, home school placements, 2) interest of the school community, 3) representativeness (e.g., geographic), and 4) accessibility.	12, 13, 14, 15, 35
➢ **Orientation sessions** are held for families and schools, and individual school planning processes initiated.	42, 43, 44, 45
➢ **Resources** are identified to support site level needs.	7, 8, 9, 10, 11, 22, 27, 33

TABLE 5: DISTRICT LEVEL - FIRST STEPS	
PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase 2: Year One-Two	
➢ **Board of Education Policy on LRE** is revised or expanded to reflect inclusive options/supported placement in general education.	1, 6
➢ **IEP forms and processes** are revised to conform to IDEA '97 requirements in relationship to, e.g.: general education participation in IEPs; general education placement with support; justification of any time out of general education; access to and progress in core curriculum; and participation in statewide assessments.	22, 35, 36, 37, 38, 39, 40
➢ **Personnel development** objectives and timelines are implemented and activities supported by resources, e.g.: stipends; childcare; released time for coaching; visits; use of peer mentoring.	20, 21, 26, 27, 28, 29, 30, 31, 32, 33, 34, 46
➢ Any new **procedures**, e.g., for supervision of staff, enrollment of students are delineated in school and district handbooks for parents and staff.	4, 7, 17, 18, 19, 23, 24, 48, 49, 50, 51
➢ **School sites** are assisted by central office to examine their resources and consider innovative restructuring that will improve instruction for all students, e.g.: at elementary level, one special educator serves grades K-2; one serves all in 3rd -5th, or, special educators are assigned to teams and families within secondary schools, and co-teach with general education in specific areas.	22, 23, 26, 27

TABLE 5: DISTRICT LEVEL - FIRST STEPS	
PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase 3: Year Two-Three	
➢ **School communities design their site level plans** for becoming inclusive. This work occurs either in an existing stakeholder group, i.e., School Site Council (SSC), or a group convened for this purpose, and in which SSC, Student Study Team (SST), PTA and teachers' association are represented.	19, 20, 21, 22, 23, 24, 26, 37, 47
➢ District initiates and supports tasks such as: 1) **Work groups** to write modification and accommodation practices to be incorporated into district frameworks and standards; 2) development of **strands** within all professional development activities that incorporate full range of diversity in learners' styles and intelligence.	7, 8, 10, 20, 21, 28, 29, 30, 31, 32, 33, 34
➢ District designs ongoing **evaluation tools** to examine process and outcomes of education in inclusive schools.	

As you can see, a cross-constituency or **stakeholder group** is a critical feature of the change process, and these working groups have been the most important catalyst in each of the districts with which we have worked. Their diverse expertise and perspectives ensure that a thoughtful planning process, including training, professional development and ongoing support, occur as inclusive options and are initiated and expanded. A **sample District Level Plan** contained below resulted from this needs assessment process and illustrates its benefits.

TABLE ___: DISTRICT INCLUSION PLAN ITF SUBCOMMITTEE			
BEST PRACTICE MODEL	**STRATEGIES & ACTIVITIES TO REACH GOAL**	**EXPECTED OUTCOMES**	**EVALUATION– HOW TO MEASURE**
1. Inclusive education as an option in every school by 2001.	• Enrollment Procedures • Increase accessibility of buildings • Increased training and ongoing information opportunities for all staff and students • Increased information available to families; new vehicles for information & training to them. • Work two years ahead of time with prospective schools; identify teachers who are main-streaming who want to move into inclusion • Increased access of Special Education to Principals' meetings &/or ongoing Principal's inclusion meeting	• Any IEP team can access inclusive support at child's home school. • Students do not have to leave school to obtain Special Education services. • Increased school ownership of students and staff involved with special education. • School-level adaptations on model to fit site.	• Presence of inclusive education noted in all school report cards. • Inclusive option and related information are available through district website. • Staff development calendars. • Staff evaluations of trainings on inclusive education.
2. Inclusive transition programs (post high school - 22) are in place.	• Task force plan now for high school students graduating who want inclusive option (students completing IEP, but not high school diploma) • Need to define these activities with transition SFUSD staff	• Range of inclusive options: continuing education, work experience for graduates	• Transition follow-up data on included students post-high-school • ITPS

TABLE ___: DISTRICT INCLUSION PLAN
ITF SUBCOMMITTEE

BEST PRACTICE MODEL	STRATEGIES & ACTIVITIES TO REACH GOAL	EXPECTED OUTCOMES	EVALUATION–HOW TO MEASURE
3. Inclusive Preschool options (3-5) available throughout the city.	• Task Force work with preschool Program Consultant, etc. to assist in defining, designing, & implementation of new and future inclusive options (See #1 above) • Need to define these activities with district preschool staff	• Variety of inclusive preschool options available. • Increasing number of kindergarteners coming from inclusive preschools. • Increase in number of IEPs requesting inclusion as students enter preK and K.	• Numbers of preschool students in inclusive preschools from year to year. IEP face sheets as documentation.
4. Inclusive summer programs available.	• Develop secondary work and recreation programs • Continue inclusive summer school support across age levels	• Students have inclusive summer experiences extending their school year; learning and social relationships enhanced.	• Sample of IEPs • Surveys of parents and teachers
5. Site level groups—planning teams in each school	• Utilize existing or develop new group for forward and transition planning; have rep from this group be liaison to district task force.	• Cohesive planning and oversight of inclusive education implementation at the school level. Staff and families feel supported; increased staff ownership and knowledge.	• School team meeting minutes; school action plans; sample of schools surveyed; inclusion appears in school site report card each year.
6. Transportation matches school calendar, start and end times.	• Task Force & SpEd Admin work with transportation dept; hold working mtg on this in 97/98. • Work to use gen ed buses whenever feasible at elementary	• Reduced transportation costs when using gen ed buses • Students able to participate in full school day	• Bus schedules • IEPs (transportation category)

TABLE ___: DISTRICT INCLUSION PLAN
ITF SUBCOMMITTEE

BEST PRACTICE MODEL	STRATEGIES & ACTIVITIES TO REACH GOAL	EXPECTED OUTCOMES	EVALUATION– HOW TO MEASURE
7. Student level planning teams are functioning for each pupil.	• Work toward obtaining elementary prep time for *all*. • Set annual calendar of meetings. • Use portion of common planning time at secondary • Obtain compensation time for paras attending outside hours. • Utilize portion of grade level/subject matter/conference days/SIP school site day for planning. • Meet as needed according to schedule.	• Student's participation, support and expectations are clearly laid out and understood by all. • Adaptations are timely. • Use portion of common planning time at secondary. • Roles of each staff person clarified. • Access to advance planning information for curriculum adaptations to be in place on schedule.	• Sample of IEP objectives to survey achievement. • Student participation plans, report cards • Team minutes • Lesson plans • Student IEP matrices
8. Information & training is available to all: **• prior to inclusion (grade to grade, school to school)** **• for transitions** **• ongoing**	• See Matrix of training needs, content, resources dev. by Task Force • Add to Matrix: teacher, mentor, parent mentors, para-mentor systems, resource teams development • New handbook • Future web pages • Annual calendar of staff development offerings, e.g., full day for future schools in Fall; series after school during year.	• Increased awareness, knowledge base of staff, students • Increased ownership by schools • Ongoing support • More in-depth planning process available • Staffs and parents feel more fully prepared; sites can begin own planning early.	• Staff surveys • Mentorship evaluations • Training evaluations • Aggregate training evaluation data

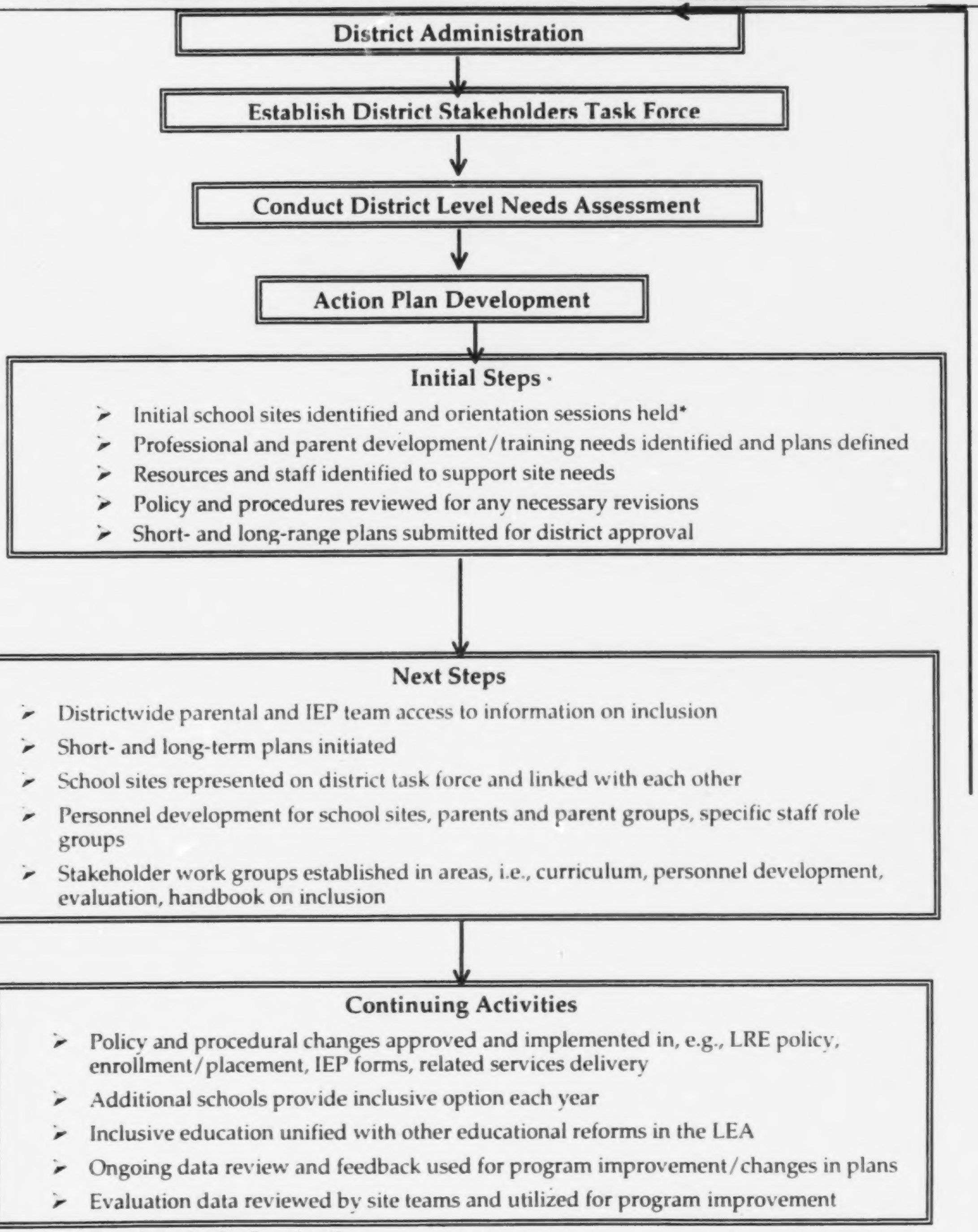
TABLE ___: DISTRICT INCLUSION PLAN
ITF SUBCOMMITTEE

BEST PRACTICE MODEL	STRATEGIES & ACTIVITIES TO REACH GOAL	EXPECTED OUTCOMES	EVALUATION– HOW TO MEASURE
9. Infusion of content within district inservice (e.g., Mathlands) on new curricula	• District-sponsored summer work groups (general and special education to put together adaptation information and strategies across content areas/grade levels. • Coordination with Staff Development unit.	• District curricular inservices are inclusive of relevant information and new strategies, adaptations. • Curricula more relevant to special needs of individual students.	• Inservice evaluation data • Inservice materials & activities • Sample of teacher lesson plans in those areas • Individual student participation plans
10. Transition planning across schools & grades	• Design, adopt, & implement specific timelines and activities for advance planning (visits, observations, team mtgs., etc.). • Investigate vehicles for released time for transition IEPS, visits, etc. • Student circles participate in planning.	• Smoother transitions • Info available to teachers in advance • Long-range calendar of activities & timelines for each year. • Higher satisfaction of students, staff, & families.	• Transition plans in IEPs. • Survey samples in each category annually.
11. Student support networks	• Individualized systems are set up by student planning teams, e.g., • circles • maps • tutors • buddies • network • person centered planning • "pit crew"	• Nondisabled students participate with included students in curricular planning, adaptation design, ways to support each other's learning. • Friendship development	**Samples of:** • Student schedules • Surveys of students • IEPs • Student meeting minutes

TABLE ___: DISTRICT INCLUSION PLAN
ITF SUBCOMMITTEE

BEST PRACTICE MODEL	STRATEGIES & ACTIVITIES TO REACH GOAL	EXPECTED OUTCOMES	EVALUATION– HOW TO MEASURE
12. Staff share responsibility for all students	• Special education staff (teachers, paras, support-related services) collaborate with general education and provide in-classroom support to all students in conjunction with support to included student. • Co-teaching units, lessons, subjects • Cross-categorical service delivery • General education teachers support and instruct students with special needs as part of class.	• Collaborative classrooms with adults working together. • Increased ownership of all students. • Greater parity between special education & general education • More support to at-risk students • Increased team effectiveness	• Lesson plans, schedules • Surveys to teachers • Compare referral rates to Student Study Team and special education from inclusive classrooms with other classes. • Team self-survey • IEP quality

FIG. 1: DEVELOPING INCLUSIVE SCHOOLS: DISTRICT LEVEL



District Administration

Establish District Stakeholders Task Force

Conduct District Level Needs Assessment

Action Plan Development

Initial Steps

- Initial school sites identified and orientation sessions held*
- Professional and parent development/training needs identified and plans defined
- Resources and staff identified to support site needs
- Policy and procedures reviewed for any necessary revisions
- Short- and long-range plans submitted for district approval

Next Steps

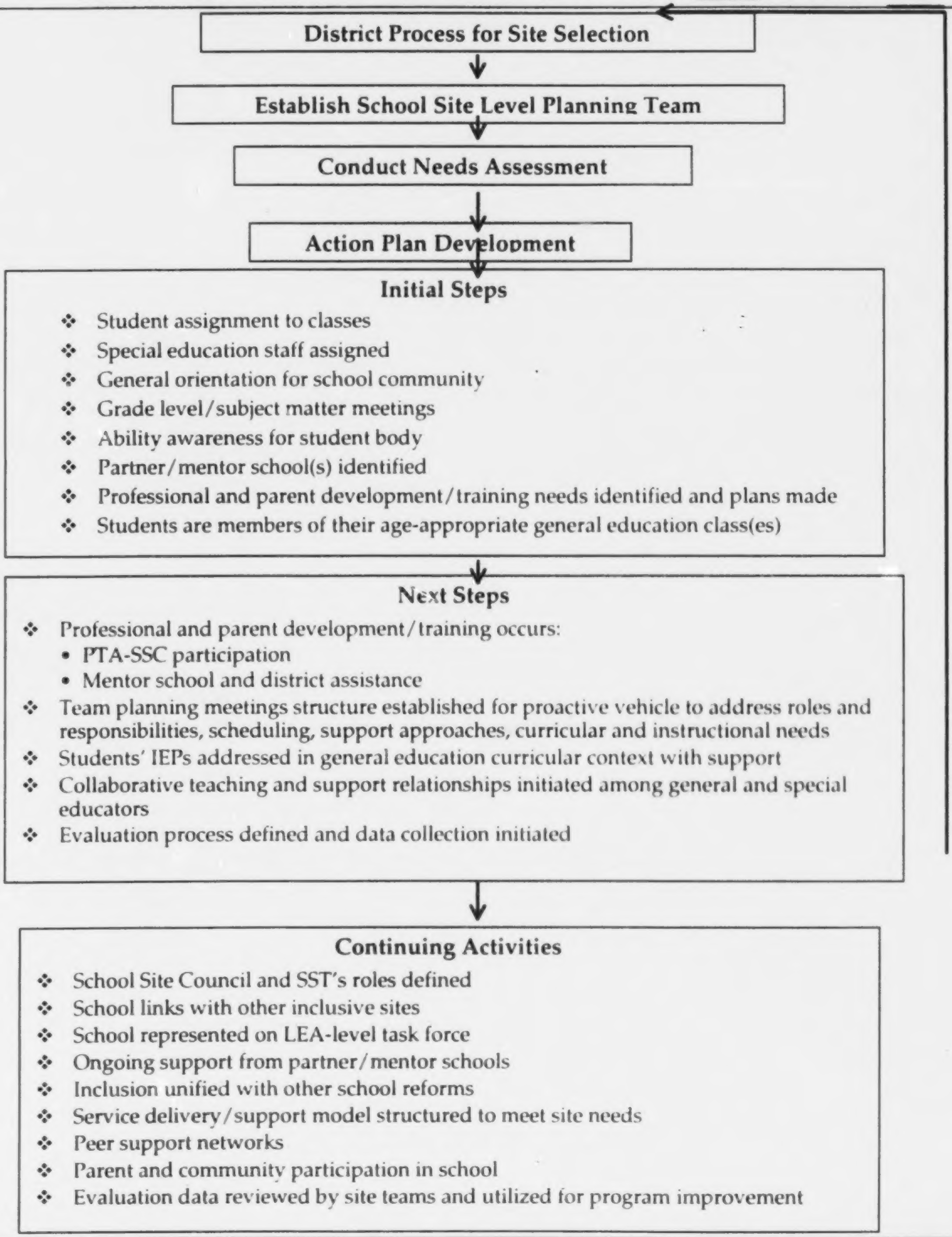
- Districtwide parental and IEP team access to information on inclusion
- Short- and long-term plans initiated
- School sites represented on district task force and linked with each other
- Personnel development for school sites, parents and parent groups, specific staff role groups
- Stakeholder work groups established in areas, i.e., curriculum, personnel development, evaluation, handbook on inclusion

Continuing Activities

- Policy and procedural changes approved and implemented in, e.g., LRE policy, enrollment/placement, IEP forms, related services delivery
- Additional schools provide inclusive option each year
- Inclusive education unified with other educational reforms in the LEA
- Ongoing data review and feedback used for program improvement/changes in plans
- Evaluation data reviewed by site teams and utilized for program improvement

Go to Site Level flowchart for further detail

FIG. 2: DEVELOPING INCLUSIVE SCHOOLS: SITE LEVEL



District Process for Site Selection

Establish School Site Level Planning Team

Conduct Needs Assessment

Action Plan Development

Initial Steps

- Student assignment to classes
- Special education staff assigned
- General orientation for school community
- Grade level/subject matter meetings
- Ability awareness for student body
- Partner/mentor school(s) identified
- Professional and parent development/training needs identified and plans made
- Students are members of their age-appropriate general education class(es)

Next Steps

- Professional and parent development/training occurs:
  - PTA-SSC participation
  - Mentor school and district assistance
- Team planning meetings structure established for proactive vehicle to address roles and responsibilities, scheduling, support approaches, curricular and instructional needs
- Students' IEPs addressed in general education curricular context with support
- Collaborative teaching and support relationships initiated among general and special educators
- Evaluation process defined and data collection initiated

Continuing Activities

- School Site Council and SST's roles defined
- School links with other inclusive sites
- School represented on LEA-level task force
- Ongoing support from partner/mentor schools
- Inclusion unified with other school reforms
- Service delivery/support model structured to meet site needs
- Peer support networks
- Parent and community participation in school
- Evaluation data reviewed by site teams and utilized for program improvement

SAMPLE DISTRICTS / SITES LISTING OR MATRIX

School Name ____________ Grade Levels: Pre ________
Address ____________ Contact Person ________________ Elem ________
____________ Phone ________________ MS ________
District ____________ Fax ________________ HS ________

Number of Students Included / Level of Need	Sp Ed and Other Categorical Programs	Innovative Instructional Practices	School Climate/ Peer Support Systems	Collaborative Practices - School & Community	Special Features / Highlights (e.g., language immersion, inclusive childcare, parent programs, etc.)
Number with mild support needs: ________ Number with moderate support needs: ________ Number with intensive support needs: ________ Supports provided: ________ ________ ________ Total school enrollment: ________	Speech & Language ________ OT: ________ PT: ________ APE: ________ RSP: ________ Title 1: ________ Bilingual: ________ Other: ________ ________	☐ Elementary Multi-age classes ☐ DAP (preschool and elementary) ☐ Co-operative learning structures ☐ Team-teaching (general ed.) ☐ Team or co-teaching (general and special ed.) ☐ Technology integration ☐ Portfolio development & assessment ☐ Block scheduling (MS & HS) ☐ Focus on multiple intelligences	☐ School-wide positive student rewards program ☐ Peer Conflict Managers ☐ Peer tutoring program ☐ Cross-age reading/tutoring program ☐ TRIBES ☐ Circle of Friends or similar supports ☐ Other: ________ ________ ________	☐ Parent mentors ☐ Grade level and/or subject planning meetings on regular basis ☐ Inter-disciplinary planning ☐ Regular parent/PTA meetings ☐ Individualized student planning meetings throughout the year ☐ Collaborative, effective SST process ☐ Community agency involvement (specify): ________ ☐ Active A S B (Sec.) ☐ Common planning time (specify): ________	

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Figure 2 is a flow chart depicting phases of school-level inclusive development from initial steps to continuing activities. These steps are more specifically described **in Tables 7 and 8** where elementary and secondary level activities are cross-referenced to the **School Level Inclusive Education Needs Assessment** (see Resource section). These recommended steps and practices are provided to assist districts and schools with an action planning process and are based on our work with schools statewide. Readers are encouraged to adapt the specific activities to their local communities.

TABLE 7: SCHOOL-LEVEL – ELEMENTARY SCHOOL: PHASES OF DEVELOPMENT

PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase 1: Previous Spring or Term	
➢ Students have been assigned to home/magnet school.	1, 2, 4, 5
➢ General and special education faculty meet at grade levels to assign students and build or form heterogeneous classes according to the site's process.	1, 42, 51
➢ School site staff participate in school level needs assessment to determine their priorities for staff development and assistance Professional development is individualized to site needs and provided with district support.	9, 14
➢ Site is paired with partner or "mentor" school(s) that have inclusive schooling experience to provide, e.g., faculty orientation to inclusion.	19, 43
➢ PTA, School Site Council participate in staff development.	12, 13, 19, 20, 21
➢ Time is provided for specific receiving faculty with students' team members (special education staff and family) who will be supporting students, for the purposes of advance planning, e.g.: • curriculum and instruction • team members' roles, responsibilities, methods of communication and teamwork • schedules of support • support/co-teaching approaches	17, 22, 23, 24, 32, 40, 46
➢ Paraprofessionals are interviewed, selected and familiarized with the school, their roles, and specific information about individual students with whom they will be working.	48

TABLE 7: SCHOOL-LEVEL – ELEMENTARY SCHOOL: PHASES OF DEVELOPMENT

PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase Two: First 3-4 months of school:	
➢ Special education teacher(s) and support/related services staff work with each grade level to design schedules of support, referral process and plans for teaming, communication and collaboration.	22, 23, 24, 30
➢ Individual planning team meetings are scheduled for the year with families and staff.	22, 23, 24, 30
➢ School Site Council considers how to incorporate inclusive efforts and professional development needs/plans within School Site Plan. Special education is represented on School Site Council.	8, 9, 10, 11, 12, 13, 14, 17
➢ Student Study Team receives professional development on team process, intervention/prevention and ways of coordinating with special education staff for input and support.	17, 18
➢ Specific development activities are designed and implemented for paraprofessionals by special and general education staff in areas such as: classroom role, school procedures and protocol, individual student procedures (e.g., health), curricular modification/adaptation, systematic instruction, positive behavioral support.	14, 19, 20
➢ Partner/mentor school/teams provide support according to parameters set up in Phase 1, e.g., facilitating problem- solving meetings, providing hands-on observation and coaching, participating in focus groups on site.	13, 14, 15, 16, 17, 18, 19, 20, 21
➢ PTA hosts meetings/presentations on school's approach to inclusive schooling with classroom staff and parents.	13, 19, 20, 21
➢ Inclusive education is ongoing agenda item of School Site Council for proactive oversight and/or site level inclusion group is established to oversee process, and problem solving.	9, 17
➢ Resources (e.g., inclusive education district handbook, curricular adaptation materials, videos, ability awareness media/curriculum) are provided to teachers' library and/or individual classes).	14
➢ Student peer support programs are developed/enhanced, e.g., circles of friends, student curriculum planning meetings, buddy programs, etc.	31
➢ School is linked with other inclusive schools in district through electronic means (e.g., job-alike listeners, chat rooms) or for periodic topical round tables on subjects such as: curriculum and instruction, positive classroom climate, assessment and grading as selected by teachers.	14, 22, 32, 43
➢ Parents of included students are encouraged/supported to participate in school community (e.g., Site Council, PTA, room parents, other structures).	12, 13, 20
➢ Structures are designed for evaluating the inclusive process and outcomes, e.g., team satisfaction and functioning, support strategies, student learning.	11, 15, 30, 35, 47
➢ Special educators, related services and the school staff collaborate across service delivery options to share materials, practices, and to support students.	22, 23, 24, 30, 39

TABLE 7: SCHOOL-LEVEL – ELEMENTARY SCHOOL: PHASES OF DEVELOPMENT	
PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase 3--Second Semester	
➢ Professional development plans continue with partner/mentor schools and district staff.	39, 43
➢ Planning teams continue scheduled meetings and begin work on transition plans for following year, involving next grade level(s).	14, 24
➢ Evaluation strategies are implemented and feedback/information/data are obtained from key players/groups to aid in future plans.	15, 30

TABLE 8: SCHOOL-LEVEL – SECONDARY: PHASES OF DEVELOPMENT

PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase One: Previous Spring or Term	
➢ Students have been assigned to home or public school of choice.	1, 2, 4, 5
➢ Students are assigned to create heterogeneous grouping of students that allows for all students to have access to the core curriculum classes.	1, 42, 51
➢ School site staff participate in school-level needs assessment to determine their priorities for staff development and assistance related to inclusive education and to develop an Action Plan.	9, 14
➢ Professional development related to implementing inclusive practices is individualized to site needs and provided with district and/or other support.	19, 43
➢ Site is paired with partner or "mentor" school(s) that have inclusive schooling experience to provide, e.g., faculty orientation to inclusion.	12, 13, 19, 20, 21
➢ PTA, School Site Council, and Associated Student Body groups participate in staff development.	17, 22, 23, 24, 32, 40, 46
➢ Time is provided for specific receiving faculty with students' team members (special education staff and family) who will be supporting students, for the purposes of advance planning for: • curriculum and instruction; • team members' roles, responsibilities, methods of communication; and teamwork; • schedules of support; and • support/co-teaching approaches.	48
➢ Paraprofessionals are interviewed, selected and familiarized with the school, their roles, and specific information about individual students with whom they will be working.	17, 18
➢ Student Study Team receives professional development on team process, intervention/prevention and ways of coordinating with special education staff for input and support.	

TABLE 8: SCHOOL-LEVEL – SECONDARY: PHASES OF DEVELOPMENT

PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase Two: First 3-4 months of school:	
➢ Special education teacher(s) and support/related services staff work with each grade level and subject to design schedules of support, referral process and plans for teaming, communication and collaboration.	22, 23, 24, 30
➢ Individual planning team meetings are scheduled for the year with families and staff.	22, 23, 24, 30
➢ School Site Council and Associated Student Body considers how to incorporate inclusive efforts and professional development needs/plans within School Site Plan. Special education is represented on School Site Council.	8, 9, 10, 11, 12, 13, 14, 17
➢ Specific development activities are designed and implemented for paraprofessionals by special and general education staff in areas such as classroom role, school procedures and protocol, individual student procedures (e.g., health), curricular modification/adaptation, systematic instruction, positive behavioral support.	14, 19, 20
➢ Partner/mentor school/teams provide support according to parameters set up in Phase 1, e.g., facilitating problem- solving meetings, providing hands-on observation and coaching, participating in focus groups on site.	13, 14, 15, 16, 17, 18, 19, 20, 21
➢ PTA hosts meetings/presentations on school's approach to inclusive schooling with classroom staff and parents.	13, 19, 20, 21
➢ Inclusive education is ongoing agenda item of School Site Council for proactive oversight and/or site level inclusion group is established to oversee process, and problem solving.	9, 17
➢ Resources (e.g., inclusive education district handbook, curricular adaptation materials, videos, ability awareness media/curriculum) are provided to teachers' library and/or individual classes.	14
➢ Student peer support programs are developed/enhanced, e.g., circles of friends, student curriculum planning meetings, buddy programs, Friendship Clubs.	31
➢ School is linked with other inclusive schools in district through electronic means (e.g., job-alike listservs, chat rooms) or for periodic topical round tables on subjects such as: curriculum and instruction, positive classroom climate, assessment and grading as selected by teachers.	14, 22, 32, 43
➢ Parents of included students are encouraged/supported to participate in school community (e.g., Site Council, PTA, room parents, other structures).	12, 13, 20
➢ Structures are designed for evaluating the inclusive process and outcomes, e.g., team satisfaction and functioning, support strategies, student learning.	11, 15, 30, 35, 47
➢ Special educators, related services and the school staff collaborate across service delivery options to share materials, practices, and to support students.	22, 23, 24, 30, 39

TABLE 8: SCHOOL LEVEL - SECONDARY: PHASES OF DEVELOPMENT	
PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase 3 - Second Semester	
➢ Professional development plans continue with partner/mentor schools and district staff.	39, 43
➢ Planning teams continue scheduled meetings and begin work on transition plans for following year, involving next grade level(s) and subjects.	14, 24
➢ Evaluation strategies are implemented, and feedback/information/data are obtained from key players/groups to aid in future plans.	15, 30

A Site Level Plan resulting from a Needs Assessment Process follows in Table 9.

Inclusive Education Needs Assessment Summary of Actions, February 26, 1999

SITE NEEDS ASSESSMENT – IDENTIFIED HIGH NEEDS AREAS:

Environment

- **Preschool through 12 inclusive programs have been established for students with disabilities.**
  1) Preschool and elementary levels doing well, secondary needs work.
  2) Transition from elementary levels to junior high and to senior high difficult.
- **The school is physically accessible to all students.**
  1) No wheelchair doors in school.
  2) Restrooms not accessible – not acceptable for changing students.

School Climate

- **Principal is ultimately responsible for program, which includes supervision and evaluation of staff.**
  1) Inclusion staff not supervised by site principal
  2) Need clarification of roles and responsibilities for administrators (site and district)
- **A defined plan or process supports staff in implementation.**
  1) Collaboration time is needed for all levels (teachers, assistants, etc.).
  2) Need for training time for all staff.
- **The principal applies the same standards and expectations to special education staff and programs as to general education staff.**
  1) Due to part time nature of the inclusion specialist, duties have not been given
  2) Might want to look into this area as it pertains to duties, extracurricular activities and supervision.
- **The principal observes special education program/staff.**
  1) RSP program but not the inclusion program.
  2) This is a district issue and needs to be discussed with district administration and roles of the principal and director need to be addressed.
- **General and special education administrative staff work collaboratively to address school site-level issues and planning.**
  1) Budgets, staffing, assignment of personnel, location of materials all fragmented.
  2) No district level program specialist so director has to address all issues at all levels.
  3) Site issues: scheduling of students done during summer when staff is not available. This causes delay in placement of inclusive education students or inappropriate placement.
- **Inservice programs are inclusive of special education staff.**
  1) Generally okay for certificated staff though multiple sites cause issues for attending all site activities.
  2) Classified staff not able to attend most inservices. High need for training for assistants.

Inclusive Education Needs Assessment Summary of Actions, February 26, 1999

SITE NEEDS ASSESSMENT – IDENTIFIED HIGH NEEDS AREAS:

Staff Integration/Collaboration

Special educators and general educators:

- **Meet at least once a month for collaborative, student-level planning for students who are included.**
  1) Collaborative time, common prep time and Dream Team time are used but scheduling is difficult.
  2) Time is an issue.
- **Collaborate to make material and environmental adaptations for students with disabilities to access the core curriculum within general education classes and facilitate participation throughout the school.**
  1) Time is an issue in making modifications. It is usually done on the fly.
  2) Need a time and schedule to meet with teachers.
- **Collaborate to develop systematic transition plans for students who are moving within schools or to new schools.**
  1) Need time and process for teachers to meet and plan for next years students.
  2) Transition to junior high from elementary is difficult. Need to work on process.
- **Work to provide safe, orderly and positive learning environments for all students.**
  1) Some safety issues with untrained personnel, need training and transition for fragile students.
  2) Need to develop process for training of all staff on safety issues.
  3) Need to work on a process for communication.
- **Establish high expectations for all students.**
  1) Teacher dependent.
  2) Need training of all staff in how to "stretch" all students need to coordinate need of students to IEP goals. Need to understand how to mesh these.
- **Employ age-appropriate materials for instruction.**
  1) Issue because materials are not available for inclusion students.
  2) Time and responsibility of making modifications is an issue.
  3) Need high-interest and low ability materials.
  4) Access to core curriculum is an issue.
- **Individualize activities for students, design and utilize systematic instructional strategies and monitor progress systematically.**
  1) Same as above.
- **Encourage and support friendship development for all students and develop systems to promote natural peer supports.**
  1) Done informally for some students.
  2) Need to make a part of overall system.
  3) Need ability awareness activities.

Inclusive Education Needs Assessment Summary of Actions, February 26, 1999

SITE NEEDS ASSESSMENT – IDENTIFIED HIGH NEEDS AREAS:

Staff Integration/Collaboration cont.

Special Educators:

- **Attend faculty meetings and parent conferences with general education staff.**
- **Participate in regular supervisory duties.**
- **Participate in extracurricular responsibilities.**
  1) Multiple sites an issue for attending meetings.
  2) Need to develop a process to address this at the policy level. How will information be shared when staff is not able to attend, etc.
- **Follow school protocol: keep principal or appropriate administrator informed on an ongoing basis.**
  1) Need formalized communication process.

General Educators

- **Adequately prepared and supported to effectively teach students with disabilities in their classes.**
  1) Time to meet is an issue.
  2) Training necessary.
  3) Need to develop process for sharing information on student's IEPs.
  4) Need to allow for flexible scheduling of student.

Students

- **Students IEPs and instructional programs are based upon individual student needs (work study, CBI, mobility, etc.).**
- **Students IEPs include necessary support services and equipment.**
  1) Committee will work on an overall review of all students.

Inclusive practices for young children are implemented in different ways and within different settings from their counterparts in K-12. Both physical and philosophical partnerships between early childhood education and early childhood special education providers are necessary. While there are many areas on which both groups may agree, there are certain beliefs that need to be clearly defined and discussed before both programs can work toward a cooperative relationship.

The following is a position brief developed by the Division of Early Childhood (DEC), Council for Exceptional Children and approved by the National Association of the Education of Young Children (NAEYC). The position is widely accepted by both the Early Childhood Education field and the Early Childhood Special Education field.

COUNCIL FOR EXCEPTIONAL CHILDREN POSITION ON INCLUSION

Inclusion, as a value, supports the right of all children, regardless of their diverse abilities to participate actively in natural settings within their communities. A natural setting is one in which the child would spend time had he or she not had a disability. Such settings include, but are not limited to, home and family, play groups, child care, nursery schools, Head Start programs, kindergartens, and neighborhood school classrooms.

DEC believes in and supports full and successful access to health, social service, education, and other supports and services for young children and their families that promote full participation in community life. DEC values the diversity of families and supports a family-guided process for determining services that is based on the needs and preferences of individual families and children.

To implement inclusive practices, DEC supports (a) the continued development, evaluation, and dissemination of full inclusion supports, services, and systems so that the options for inclusion are of high quality; (b) the development of preservice and inservice training programs that prepare families, administrators, and service providers to develop and work within inclusive settings; (c) collaboration among all key stakeholders to implement flexible fiscal and administrative procedures in support of inclusion; (d) research that contributes to our knowledge of state-of-the-art services; and (e) the restructuring and unification of social, education, health, and intervention supports and services to make them more responsive to the needs of all children and families.

Source: Division for Early Childhood (DEC) of the Council for Exceptional Children; Adopted April, 1993; Updated February, 1998; Endorsed by the National Association of the Education of Young Children (NAEYC); November, 1993.

Early childhood education programs are based on the widely held philosophy of developmentally appropriate practices (DAP). This approach focuses on the child as an active participant in the learning process; a participant who constructs meaning and knowledge through interaction with others, friends and family, materials and environment. The teacher is an active facilitator who helps the child make meaning of the various activities and interactions encountered throughout the day (Houser & Osborne). These practices include:

- Developmental evaluation of children for program planning
- Fully qualified staff
- High ratio of adults to children
- Strong relationship between home and center
- Child-initiated activities are primary means of learning

Early childhood special education is based on the philosophy that comprehensive intervention should be delivered early to maximize the child's learning potential. These practices are based on individualized strategies to increase the child's involvement in the learning. Widely accepted practices include:

- Family-centered support and involvement
- Support services that focus on functional outcomes for the child and are developed as a result of appropriate, multi-disciplinary assessment
- Multidisciplinary services are provided in the early childhood program and are accomplished through teaming and collaboration
- Planning for transitions to future environments is an ongoing process

To combine the two philosophies it is helpful to define the role each will take in the program. Developmentally appropriate practices are recommended to design an environment that it is both age-appropriate and supportive of all children's needs. At the same time, the design of developmentally appropriate programs may not fully address the needs of individual children, particularly children who need specific intervention strategies. Early childhood special education practices can be designed to support the developmentally appropriate program by bringing in individualized strategies to address the learning needs of students needing additional assistance. These practices include:

- Directly prompting practice on individually targeted skills, based on functional behavioral outcomes
- Reinforcing children's responses
- Collecting data to monitor children's progress and make intervention changes (Udell, Peters & Templeman, 1998)

A suggested set of first steps in achieving collaborative, inclusive early childhood programs appears in Table 10.

TABLE 10: EARLY CHILDHOOD - FIRST STEPS

PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase 1: Year One ➢ Request presented for preschool inclusive options. ➢ Form Stakeholder group to explore options, including representatives of: • Families • Special education administrators (SELPA, County Office, District) • Special education and general education early childhood teachers • Preschool administration(s) (May include Child Development Centers. Headstart, Private preschool providers, State preschool) • Related services providers of District etc. (e.g. speech and language, occupational and physical therapy) • Other relevant agencies: Infant/toddler program providers, Regional Center, Departments of Health and Developmental Services) ➢ Complete needs assessment with Stakeholder Group. ➢ Examine needs, priorities and opportunities: • Needs in terms of family requests, student numbers and needs • Facility needs/ potential modifications required • Licensing considerations and parameters • Professional development and collaborative planning time needs • Parent training and information needs • Transition planning process	

TABLE 10: EARLY CHILDHOOD - FIRST STEPS	
PHASE	RELATED NEEDS ASSESSMENT ITEMS
Phase 2: Year One ➢ Determine availability of local options • Identify range of settings in community • Survey providers by telephone/email/mail to determine appropriateness of setting to match student needs • Visit local programs • Identify preferred practice sites to visit in local and other communities to obtain further information about establishing collaborative programs • Contact other experts to assist in developing new options, e.g., Least Restrictive Environment Initiative Project, California Department of Education staff, California Early Intervention Technical Assistance Network (CEITAN), SEEDS, universities with Early Childhood and Special Education Programs. • Determine match between student needs and program options • Establish priority action plan including resources needed and sources available to meet these needs • Design mechanism for collaborative site planning to meet all preschoolers' needs • Establish Memoranda of Understanding or other appropriate administrative agreement delineating purpose of collaborative effort, roles and responsibilities of parties, resource and staff sharing, etc. • Arrange for ongoing collaborative planning time for preschool general and special education staffs and families for each identified student to initiate and continue an individualized student planning process.	

In 1999-2000 the California Department of Education began piloting a new Quality Assurance Process (QAP) with its Special Education Focused Monitoring and Technical Assistance (FMTA) System. One purpose of this new system is to go beyond *procedural* compliance with IDEA into examining the *quality* of schools and programs based on multiple measures or *key performance indicators*. For example, data on students' access to and progress in the general education core curriculum, students' performance on statewide measures or specified alternatives, and students' graduation rates are all outcomes that may be examined in evaluating program quality and needs for technical assistance. Many California districts and schools have struggled with full implementation of the least restrictive environment, that is, with providing specialized instruction and support within the general education classroom. As noted earlier, these materials are designed to assist schools and districts with implementation. In this section, we address **planning for, as well as monitoring and evaluation of inclusive schools and services.**

Ways for Districts and Schools to Examine Practices

Numerous **needs assessments** are available to assist districts and schools with this process. The **District and School Level LRE Protocols** (2000) developed by a CDE stakeholder group and now being piloted in several locations, provides excellent examples of research- based practices that will guide schools and districts in their self-improvement plans. Several other tools are listed in the final Resources section with publisher information. The California Confederation on Inclusive Education developed two local level tools also included here: a **District Level Needs Assessment** (Halvorsen & Neary, 1996) and a **School Site Level Needs Assessment** (Halvorsen & Neary, 1996). The first has been utilized with **district stakeholder groups** or Inclusion Task Forces in each of the 15 CCIE districts as both a planning (pre) and self-evaluation (post) tool. Each group uses a consensus-based process to determine which practices are being implemented at an excellent/satisfactory/unsatisfactory level or not at all, and which are areas of extensive/moderate/minimal/no need for assistance. This creates a basis on which action plans are developed and approved through the LEA process. A sample first year LEA plan resulting from this process was contained in Table___ of the First Steps section above, (p. ___) and contains strategies for evaluating and documenting outcomes.

At the **school level** the process is quite similar, employing a school-identified team of general and special education teachers, parents, site administrator(s), support staff/related services, and (secondary level) students to identify both positive practices as well as areas of need for improvement and assistance. A sample plan resulting from a middle school consensus-based needs-assessment also appeared in the previous First Steps section.

A needs-based process will assist schools and districts with *personalizing* the first steps described in Section 2, adapting these to their local situation, and incorporating plans within existing School Site Plans, including plans for professional development.

Ways for Districts and Schools to Improve and Evaluate Practices

Tools such as these are an initial step in a systemic process to provide inclusive options for students with disabilities. As we can see from the plans in Tables _ and _, the next steps are defining strategies and identifying local resources, such as creative ways to find grade level planning time, opportunities for professional development, new technology, or enhanced curricular materials. **Manual 2: Inclusive Classrooms** provides more detail on this process.

Clearly, districts and schools need to have defined expectations or outcomes in their inclusive plans so that results can be measured in both an ongoing manner, with changes made based on data collected; and for summative purposes such as Focused Monitoring, Program Quality Reviews or School Accountability Report Cards; and most importantly, to demonstrate the impact of these practices for students, families and staff. The needs assessments presented are one such pre-post measurement strategy. There is a host of other ways to evaluate program effectiveness and student outcomes, using, for example: 1) the **IEP Quality Assessment** (correct name?) (Hunt, Goetz & Anderson, 1986), a validated instrument for examining the quality of IEP objectives keyed to documented best practices in the instruction of students with moderate-severe disabilities; 2) the **IEP Evaluation Tool** (Lipton & Hunt, 1999), designed to assist in determining the presence of IDEA 97 requirements within **all** students' IEPs; 3) **District-developed consumer surveys** for feedback from parents, teachers, principals, paraprofessionals, and others, such as those developed by Colusa County Office of Education (1992) and San Ramon Valley Unified School District (1994-1999); 4) **Perceptions of Achievement Scale** (Halvorsen, Neary & Hunt, 1994), a tool for IEP teams to utilize in examining student outcomes; and 5) **Cost effectiveness** evaluation strategies such as the Inclusion Cost Analysis Scale (INCAS) developed by Piuma (1994) and utilized in a California pilot study by Halvorsen, Neary, Piuma and Hunt (1996). Information on obtaining these tools or the instruments themselves are contained in the Resources section.

A. Policy & Procedures for Local Districts:

Implementing inclusive education typically requires that districts "do business differently." Procedures for placement, provision of services, roles and responsibilities of staff, and even the basic overall philosophy or mission of a district might look different. Many districts have responded to this by developing procedural guides for inclusive education or have made revisions or additions to existing procedural guides to address the changes and issues that arise. Some districts have revised existing Board of Education Policy to define this new service delivery process and to systematize these new processes as well.

San Francisco Unified School District (SFUSD) revised their Board of Education LRE Policy to address inclusive education. They have also systematized procedures and teacher contract language, and have defined roles and responsibilities within the SFSUD handbook on inclusive education. The Board of Education Policy on Least Restrictive Environment adopted in 1996 is follows.

LEAST RESTRICTIVE ENVIRONMENT

It is the intent of the San Francisco Board of Education to comply with both Federal Law and State Master Plan governing the education of students receiving special education services in the least restrictive environment. It is also the policy of the Board of Education that program and services for these students be made available which comply with the prevailing laws and regulations. Therefore, the SFUSD'S commitment to the education of students with disabilities is supported by the belief that individuals have the right to receive their education in chronologically age-appropriate regular school classrooms with their non-disabled peers, with appropriate supplemental supports and services as described by the individual education plan (IEP). As is further delineated in federal and state statutes, education in an environment other that the general education class should be considered by the IEP team only when it has been determined that these specialized supports and services are inadequate or unsatisfactory to meet the student's needs.

Toward this end, an array of services and placement options is made available within the SFUSD to meet students' IEP needs for special education and/or related services in the least restrictive environment including:

- *General education classes*
- *General education classes with support and services*
- *Resource Specialist services*
- *Designated instruction and services*
- *Special classes*
- *No-public, nonsectarian school services*
- *State special schools*

Programs and services for students identified for special education will include the following components to ensure that these options for the least restrictive environment exist.

- *Mainstreaming opportunities occur when students whose primary placement is a Special Day Class attend and participate in general education classrooms for some segments of the instructional day, with varying levels of specialized support services necessary to meet their IEP goals.*
- *Inclusion occurs when students with disabilities have as their primary placement chronologically age-appropriate general education classrooms where they receive necessary specialized supports and services.*

The Oakland Unified School District (OUSD) has included the following Inclusion Policy Bulletin in their Inclusion Policy Bulletin which is exerpted below:

INCLUSION POLICY BULLETIN (DATE ________)

DEFINITION

Inclusion is a program option that enables students with disabilities to attend the school and classroom they would attend if they had no disability. Support and services are brought into the general education classroom to meet the unique needs of the student with disabilities.

STUDENT

Eligibility/Placement

Inclusive education is a placement not a label. More specifically, federal law (IDEA – Individuals with Disabilities Education Act) specifies that within the best interests of a child, he/she shall be placed in the least restrictive environment (LRE). Disability type or severity of disability does not preclude involvement in inclusive education.

The school district will offer inclusion to all students with severe disabilities who live in the geographical areas of (or who have received district transfers to) the inclusion school sites. Placement in inclusion shall also be determined by the students' IEP team. The site administrator, in consultation with the inclusion teacher when possible will place the inclusion student in an age appropriate classroom. Inclusion students shall advance with their classmates to the next grade level.

Inclusive Education Task Forces:

As a district moves to begin providing inclusive education, one of the first steps recommended is to create a district-level cross-constituency inclusive education task force or stakeholder group. The purpose of this task force is to assess the current status of students access to general education and develop plans to build access where it is lacking, and revise or recommend policy and procedures to support and systematize inclusive education. It is crucial that membership on this task force is representative of all stakeholders who will be impacted by implementation of inclusive education. Members are asked to serve as liaisons to their peers to communicate the work of the task force and to solicit input and suggestions to bring back to the task force. Though membership will vary based on district structure, it is recommended that the following groups be represented:

- District-level administrators (general education and special education)
- Site-level administrators (principals/assistant principals)

- Teachers (general education and special education)
- Designated Instructional Services (DIS) personnel and transportation
- Teacher's association representative
- Paraprofessionals
- Parents/family members
- Students (when appropriate; e.g., for secondary level)
- Other agencies (when appropriate, especially when planning for early childhood programs)
- Other

The Inclusive Education Task Force typically meets at least once a month for one to three hours beginning 6-12 months prior to implementation and continuing as inclusion develops. Meeting times can vary between after school (voluntary) meetings to longer time periods using release time and/or summer stipends for work groups (Halvorsen and Neary, 2001). A good beginning activity for the group is the development of a mission and goals that are consistent with the district's overall vision. This will help to focus the group on outcomes for their work and will define what they are going to do. Identification of current practices, issues and barriers will be necessary to determine what needs to be done. This can be done with the completion of a needs assessment, such as the one developed the by the California Confederation on Inclusive Education (see Appendix ____). This will assist the task force in determining what policy, procedures and practices will need to be changed or added (see _______ for example of task force minutes). The needs assessment should examine all areas of the system such as:

- Policy
- Accessibility and transportation
- Collaboration, including professional development/preparation
- Climate
- Student assignment procedures

Once the mission, goals and needs assessment have been completed, the group will then create an action plan and timelines for development of the new/revised procedures (see First Steps for sample action plans and timelines) for submission to the district. When the new procedures have been completed and approved the committee should develop recommendations for policy for approval by the Board of Education (see Section A for examples of policy statements). Districtwide training needs should also be determined and a plan for meeting these needs completed, within the context of the district's overall personnel development plans.

A process that has been successfully used by several cross-constituency groups was described by Halvorsen and Neary (2001). The activities include:

- Assessing their district and/or sites in relation to the vision;
- Setting goals and recommending activities to meet them;
- Crafting a plan and overseeing its implementation; and
- Evaluating the activities and their impact in terms of student and school outcomes.

The district-level task force will assist in the selection of the sites that will implement inclusive education. Once sites have been selected, a site level inclusive education committee should be established at each site. Membership on these teams should be representative of the stakeholders at the site and the school may choose to utilize an existing group such as the school site council for this purpose. The site level teams should also complete a school level needs assessment (see First Steps for example). The needs assessment should examine issues of:

- School environment (accessibility, logistical issues, scheduling, etc.)
- School climate (ownership of students, relationship of staff, etc)
- Team collaboration among staff and families
- Student planning and support

The site team will then define a plan for activities to assist their site in implementing inclusive education. These activities might include participation in districtwide personnel development activities as well as site specific activities. The District and site plans contained in the First Steps section illustrate examples of this.

Teacher's Association Guidelines

One of the policy areas the district task force often deals with is recommendations for contract language. Many districts across the state of California have negotiated language in their certificated contracts that address issues of inclusive educational practices. Following are examples of negotiated contract language from several districts:

SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SFUSD) (199 ___, P.____)

31.8 INCLUSION PROGRAMS

31.8.1 *An inclusion student is an IWEN who may be eligible for placement in a special day class assigned to an age-appropriate general education classroom for the same number of instructional minutes as his/her peers.*

31.8.2 *The Union and the District agree that the successful initiation and implementation of Inclusion Programs require cooperation, planning, preparation, and training of teachers and support staffs. Therefore, Inclusion Programs at specific schools or sites shall be initiated through the IEP process. It is the intent of the Special Education Department to provide training and support as needed.*

31.8.3 *Except in unusual circumstances, a school or site initiating an Inclusion Program shall establish an Inclusion Planning Team consisting of at least the Inclusion Support Teacher, the general education teacher(s) receiving the identified inclusion student(s) and the administrator.*

31.8.4 *The parties recognize that the successful placement of an Inclusion student incorporates such components as Advanced notice consultation. As appropriate: review of IEP documents: consideration of classroom environment(s): necessary additional training: and provisions for appropriate support services.*

31.8.5 *The implementation of an Inclusion Program shall not be utilized as a way to achieve a reduction in staff.*

31.8.6 *The Inclusion Support Team shall consist of the Inclusion Support Teacher, the paraprofessionals assigned as additional classroom support as specified in the student's IEP. The caseload assigned to the Inclusion Support Team shall not exceed the class sized specified in Article 9.5.7 of the Contract.*

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OAKLAND UNIFIED SCHOOL DISTRICT (OUSD) (199__, P._)

Article XXI – Section 15: Full Inclusion Education

A. *Definition: The full-time enrollment, as prescribed by IEP, of a Special Day Class student in a general education classroom, which is not staffed by a full-time Special Education Teacher.*

B. *General Provisions:*

1. *The full inclusion student shall count as part of the general education teacher's class size roll.*
2. *The general education teacher shall receive a copy of the student's IEP.*
3. *Any full inclusion student with an IEP shall be included in the Special Education case carrier's caseload.*
4. *The Special Education case carrier in consultation with the general education teacher(s) is responsible for providing program guidance, including orientation to Instructional Assistants/Aides to the Handicapped assigned to their programs.*
5. *The Special Education case carrier in consultation with the general education teacher(s) shall submit to the Site Administrator and appropriate Program Manager a recommended work schedule and work responsibilities for any Instructional Assistants/Aides to the Handicapped assigned to their program.*
6. *It is the intention of the District to continue the practice of planning full inclusion placements in such a way that no more than two full inclusion students are normally placed in any one self-contained general education classroom.*
7. *It is the intention of the District to assign full inclusion students to case carriers who have the necessary competencies to meet the needs identified in the IEP.*
8. *The site principal, upon receiving a copy of the IEP, shall assign a full inclusion student to a general education classroom. Among other factors, the assignment shall take into consideration physical space needs of the student, scheduling, curriculum designs, existing classroom composition and the unique needs of the student. The Special Education case carrier shall make available to the principal any additional pertinent information regarding the student which may have a bearing on placement. Any general education teacher who wishes to volunteer to teach a full inclusion student may have such a request considered as one of the placement factors.*
9. *This is for information only. A teacher may request an IEP review to be held pursuant to California Special Education Code Section 56343.*
10. *Under the direction of the site administrator and in consultation with the appropriate Special Education Program Manager, the Special Education case carrier and the general education teacher(s) will develop a plan for the support of each general education teacher serving a full inclusion student (for example, release time via a rotating substitute of one day per month).*
11. *Preference shall be given to the use of single grade classrooms as one of the primary factors in selecting placements for full inclusion students.*

Personnel Development Strategies

As with any new educational practice, personnel development is a critical element in the success of implementation. In the section on First Steps, we have included one district's overall action plan that grew from the needs assessment process. Personnel development is a critical component of that plan. In a recent issues brief, McGregor, Halvorsen, Fisher, Pumpian, Bhaerman & Salisbury (1998) define practices that make personnel development activities successful. They note that school reform and personnel development must occur in tandem, and development activities must reinforce the new forms of teacher involvement that have been identified in restructured schools. Berends & King (1994) describe some of these roles and responsibilities:

- Staff participate in training design that is based on their local needs and
- Teachers function in differentiated roles including mentoring, peer supervision, collegial planning, curriculum development and policy making.

To address these needs, McGregor et. al (1998) suggested that we use our knowledge about adult learning as well as the empirical base on staff development to design training that is:

- Based on research, best practices and needs assessment;
- School-focused, with emphasis on both individual and organizational development;
- Directed by a cohesive school-site plan; and
- Embedded as much as possible within the job of teaching, through participatory learning such as coaching, study groups and peer observation.

The National Staff Development Council defines standards for staff development. These include standards for the context, the process and the content of staff development. These include:

Context Standards

Effective high school, middle level and elementary school staff development:

- Requires and fosters a norm of continuous improvement.
- Requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents and the community to be advocates for continuous improvement.
- Is aligned with the school's and the district's strategic plan and is funded by a line item in the budget.
- Provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.

In addition, Halvorsen and Neary (2001) noted that personnel development is one essential support for the change process, and its use implies two additional necessary supports: **Time**, and the **financial resources** for time and training, as well as for materials and related activities, such as mentoring, classroom observations, attendance at relevant conferences, or work on curriculum design teams.

Reader's Guide:

COMMON QUESTIONS ABOUT INCLUSIVE CLASSROOMS & SCHOOLS	
TOPIC	QUESTION # AND PAGE
Definitions (I'm confused – how is this different from mainstreaming?)	#1 and 2, page
Parent Concerns	
Choice	#3, page
The continuum	#4, page
Safety, teasing	#11, 13, page
Friendships with others who have disabilities	#17, page
Changing the system	#15, page
Teacher & Parent Concerns	
Students with learning disabilities	#5, page
Homogeneous groups	#6, page
Academics	#7,8, page
Grading	#9, page
Diverse and individualized needs	#16, page
Standards	#10, page
Class size	#12, page
Special Education expertise	#14, page
Safety, teasing	#11, 13, page
Changing the system	#15, page

1. WHAT IS INCLUSIVE EDUCATION?

Students with disabilities are included when the special education services described in their IEPs are brought to them in their general education classes with grade level peers of the same age. This typically occurs in their home schools, the school they would attend if they did not have a disability. This LRE option should be made available to any student's IEP team regardless of the student's disability label.

(See also Manual 1 Introduction for more detail)
LRE= Least Restrictive Environment, one of the main principles of the IDEA

2. WHAT IS THE DIFFERENCE BETWEEN INCLUSIVE EDUCATION AND MAINSTREAMING?

Mainstreaming opportunities occur when students whose primary placement is a special or self-contained class attend and participate in general education classrooms for some segment of the instructional day, for either or both academic and nonacademic periods, with varying levels of specialized support to meet their IEP goals and obtain direct access to the core curriculum, as well as interaction with nondisabled peers.

Inclusive education occurs when students with disabilities have as their primary placement chronologically age-appropriate general education classes in their home schools, where they receive necessary supports and services as indicated by their IEPs.

See, e.g., SFUSD Board of Education Policy, Manual 1 p.__

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*3. MANY PARENTS DO NOT BELIEVE THAT THE NEEDS OF THEIR CHILDREN CAN BE MET IN GENERAL EDUCATION CLASSROOMS. CURRENTLY, PARENTS HAVE SOME CHOICE IN WHETHER THEIR CHILD ATTENDS A GENERAL EDUCATION CLASSROOM, RESOURCE ROOM, SPECIAL CLASS, OR SPECIAL SCHOOL. WILL INCLUSION ELIMINATE PARENTAL CHOICE?

In the past, many parents of children with disabilities did not have a choice about supports to be delivered within the local classroom because the supports were only available in separate places such as resource rooms and special classes and schools. In essence, they had less choice than today. Inclusive policies and practices are not intended to eliminate parental and child choice. There will always be private alternatives to participation in public education programs, and some parents will continue to choose placements other than their community schools. Inclusive educational policies and practices simply make it possible for the child's educational placement of first choice to be the local school and community.

Parents' underlying concern is for their child's success. The belief of some parents that their child will not be successful in general education classrooms is grounded in a history of supports and services *not* being brought into the classroom to ensure success. When special and other support services are melded with general education to deliver exemplary instructional and assessment practices that enable a diverse student population to succeed (e.g., cooperative learning, student-directed and constructivist learning approaches, performance-based assessment), families should see less need for separate programs and alternative choices to general education.

Finally, regardless of parental choice, schools still have the legal obligation to ensure that children and youth with disabilities have the opportunity to be educated with children without disabilities to the maximum extent possible.

Questions 3-17 are reprinted, and in some cases adapted from Villa, Vander Klift, Udis, Thousand, Nevin, Kunc & Chapple (1995) In R. Villa & J. Thousand (Eds)* ***Creating an Inclusive School.* *Alexandria VA: ASCD*
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4. ARE THERE SOME CHILDREN FOR WHOM PLACEMENT IN A GENERAL EDUCATION CLASSROOM WILL NOT BE APPROPRIATE? ARE INCLUSION ADVOCATES SUGGESTING THAT THE FEDERAL LAW BE CHANGED AND THE CONTINUUM-OF-PLACEMENT MODEL BE DISCARDED?

The first part of this question is not the place to begin a discussion of inclusive education. One of the defining characteristics of an inclusive school is a "zero reject" (Lilly 1971) philosophy--that is, the notion that no child will be excluded from general education classrooms because of a characteristic or trait such as gender, race, socioeconomic status, or a differing ability. Thus, when a discussion of inclusive education begins by identifying which *groups* of children (e.g., medically fragile, children presenting behavior challenges) cannot "make it," we miss the point. Albeit largely unintended, the categorical (or individual) exclusion of children causes peers to wonder, "If my school can exclude them, what would cause it to exclude *me*?" Increasingly, educators and others are recognizing that a solid sense of membership and belonging is a *prerequisite* to excellence and quality in education.

Inclusive education involves a commitment to every child, and every child requires different supports for learning. In this context, needed services are brought to the child rather than taking the child to the services. This is different from a continuum-of-placement approach, which presumes removal from the learning community for some children. Ideally, inclusive schools offer a range of supports *within* the general education environments.

A first step to take, then, when planning for individual student differences is to identify the unique characteristics, skills, strategies, and knowledge each particular student brings to different learning tasks and to identify likely educational mismatches. Based on a student's characteristics and the demands of a task, a constellation of services, supports, resources, and accommodations can be developed and brought *to* the child to remediate the mismatch and help secure achievement of desired outcomes.

The next step is to determine how best to deliver the instruction, supports, and resources. Few instructional procedures, supports, or resources are completely unique to particular settings. With proper training, coaching, resources, collaboration, and creativity, educators can deliver almost any support or resource almost anywhere. So, then, a continuum-of-placement conceptualization of support reflects educational practices of yesteryear (Reynolds 1962, 1977), which were based on an assumption that services are unique to places and that children need to go to those unique places for those services. Fortunately, our technology and competence for responding to individual student differences has mushroomed over the past decades, as evidenced by the growing number of inclusive schools throughout the United States, including California.

There clearly are students for whom a traditional "12 years of 185 7- hour school days does not constitute the 'magic formula' for learning" (Villa, Udis, and Thousand 1994, p.385). For example, some children may desire and benefit from experiences and relationships typically nonexistent within the walls of a classroom or school building. A child might participate in an off-campus counseling group (e.g., for children who have been sexually abused) or employment training in a local business. Another child experiencing emotional difficulties might, for a time, need an altered "school day" that starts and ends on a flexible schedule and includes work and community service opportunities. Yet another student might need a shortened day and a mentor relationship with a respected community member during a period of extreme stress. Still others might need year-long support that includes a summer program to facilitate "staying out of trouble" in the community.

In summary and response to the second part of this question, it might, in fact, be helpful to replace the *continuum-of-placement* language in the IDEA regulations with *constellation-of-services* language to help people understand a new way of delivering supports and services.

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5. THE NATIONAL LEARNING DISABILITIES ASSOCIATION (NLDA) HAS COME OUT IN OPPOSITION TO INCLUSION. HOW DO YOU ADDRESS THEIR BELIEF THAT INCLUSION WILL NOT WORK AND THAT IF THE INCLUSION OF CHILDREN WITH LEARNING DISABILITIES HAD WORKED IN THE PAST, THESE CHILDREN WOULD NOT HAVE FAILED OR BEEN REMOVED AS THEY WERE?

NLDA advocacy serves a vital function in ensuring personalized, intensive instruction to optimize the learning potential of students with learning disabilities. Advocates of inclusive education are not recommending the return of children with learning disabilities to the same type of classrooms that initially rejected them. Schools have changed and are continuing to restructure to better meet the needs of these and other children for whom the outcomes of special education have been disappointing.

We need to share what is known and unknown about learning disabilities and how to ameliorate its effects on learning. We know already that not all children with learning disabilities learn in the same way; indeed, homogeneity within any category of disability is a myth. Therefore, a child's unique individual characteristics, rather than any label, must be used to determine the instruction and instructional supports necessary to accommodate that child's learning. (Note: Supports may include training of *both* general and special educators in strategies such as those described in Manual 2.)

Experience and research (e.g., Thousand, Villa, Meyers, and Nevin 1994) have shown that special and general education teachers are more than willing to expand their repertoires and collaborate with others to personalize education for students with learning disabilities. Teachers unwilling to do so should examine a recent court case (*Doe et. al. v. Withers 1993*) settled in West Virginia in which a high school teacher who refused to follow a student's $15,000 plus legal expenses for refusing to make accommodations as required under the Individuals with Disabilities Education Act (IDEA).

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6. INCLUSION ADVOCATES APPEAR TO BE OPPOSED TO ANY TYPE OF HOMOGENEOUS ABILITY GROUPING. HOW ARE THE NEEDS OF CHILDREN IDENTIFIED AS GIFTED AND TALENTED GOING TO BE MET IN GENERAL EDUCATION CLASSROOMS? THESE CHILDREN SHOULDN'T BE HELD BACK IN THEIR LEARNING OR BE EXPECTED TO TEACH OTHER CHILDREN. THEY ARE THE LEADERS OF TOMORROW.

Inclusion advocates are not categorically against homogeneous grouping. They do, however, understand that no two learners are the same and that grouping of any kind should be short term and for specific, focused instruction. Educators are increasingly aware that intelligence is not a unitary ability; nor is it fixed in time. Emerging conceptualizations of intelligence encompass the idea that people possess "multiple intelligences." Articulated and popularized by Howard Gardner (1983, 1993), multiple intelligences theory suggests at least eight types of intelligences and asserts that learning environments must be structured to nurture students' differing intelligences. The label "gifted and talented," then, takes on new meaning and is best thought of broadly (i.e., students who excel in auto mechanics, computer science, art, or interpersonal intelligences all are "gifted") rather than narrowly (i.e., only students who score highly on linguistic tests of intelligence are gifted).

Current gifted and talented education (GATE) programs expressly celebrate and support the talents of a *few* and have perpetuated racial and socioeconomic segregation, as evidenced by the gross under-representation of minority and poor Americans in these programs. In contrast, the purpose of inclusive education is to acknowledge *everyone's* gifts and talents and to help all children reach their potential through the educational experiences historically afforded children in GATE programs (e.g., active, constructivist learning; opportunities to do in-depth, prolonged study of an area of special interest; mentorships and other experiences in the community; use of computer and other technology; access to coursework in community colleges, businesses, and universities). These experiences represent good educational practice and should be an integral part of an inclusive classroom and schooling education for all children.

Reciprocally, former GATE students can greatly benefit from instructional strategies used by inclusive educators to respond to student diversity (e.g., peer-mediated instruction such as peer tutoring and cooperative learning). Specifically, peer-mediated teaching arrangements counter the lack of tolerance of others and the individualistic and competitive work styles that some students develop in homogeneous GATE programs. When implemented well, that is, with each student having individualized outcomes and tasks that contribute to a partnership effort, these strategies allow all students to succeed. Students benefit by engaging in higher-order thinking skills as they organize their thoughts and plan how to effectively communicate material and ideas to their partners in learning, while simultaneously developing the interpersonal leadership skills necessary for the cooperative workplace and world (e.g., trust building, communication, problem solving, conflict resolution).

Inclusive schooling does not mean that children with gifts and talents will not receive focused attention in one-on-one or homogeneous group arrangements. On the contrary, both will be options, as needed, for any student. Capitalizing on the multiple intelligences notion of human difference and potential, homogeneous groups could be arranged along any number of dimensions of interest or "intelligence" (e.g., musical preferences, recreational interests). Robert Slavin (1987) offers a caution here that homogeneous "ability" grouping should occur only when grouping measurably reduces student differences for the targeted skill or concept; when teachers closely monitor student progress and change groupings as students progress; and when teachers actually vary their instruction from one group to the next. Slavin urges that students spend the majority of their school week with a heterogeneous peer group that could include multi-aged, nongraded groupings.

In summary, the tenets of inclusive education have caused many educators to reassess the value of segregated GATE programs (Sapon-Shevin 1994). Removing so-called gifted children from regular classrooms is one more way in which we seem to be "aiming for the middle" (wherever that is) in education. Rather than fostering excellence, the siphoning off of "top" learners contributes directly to a process of making "general" education mediocre. *Perhaps* we can develop "the best" computer programmers and "the best" scientists through a gifted and talented ability-grouping approach. However, some argue that what the world needs most at present are more peacemakers and better collaborators. In fact, employers are saying repeatedly that the workers they seek are those able to interact and work well with an increasingly diverse work force. Ability-grouping practices such as segregated GATE programs work directly against this goal, turning out individuals experienced only at working with others like themselves.

Thousand, Villa, Meyers, and Nevin (1994).

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7. ARE INCLUSION ADVOCATES PRIMARILY CONCERNED WITH SOCIALIZATION? ARE ACADEMICS BEING SACRIFICED?

Academics, socialization, social/emotional development, life skills, employability skill development, and recreation are just a few of the areas of concern when planning a child's individualized program. None of these areas, including academics, should be ignored as a potential priority area for a child with an IEP--or any child, for that matter. When it is acknowledged that not every student must have the same objectives during an activity or lesson, any and all of these areas can be addressed. Further, as many states and communities' education goals now articulate, academics are most important as vehicles for enabling children to achieve the vital results of being good communicators, reasoning problem solvers, responsible citizens in a global society, and nurtures of themselves and others (e.g., Vermont Department of Education 1993). Many educational futurists predict these vital results to be the most important skills for negotiating and surviving the forecasted changes of 21st century life.

We may have mistakenly set up an either/or choice between academics and socialization in school--a kind of "curriculum glaucoma." New instructional practices (see Manual 2), and theories of learning such as constructivism teach us that learning is a constructed process that includes a social interaction component. Children seem to understand this. For example, when the *Arizona Republic* ("No More School, No More Books" 1994) asked school children to write about what they regretted leaving behind for summer vacation, they wrote about socialization. A 5-year-old girl wrote, "What I will miss most on my summer vacation is my teachers, and I'll miss seeing my friends...." A 10-year-old boy wrote, "I will miss my teachers...and my friends and playing basketball."

Academic, social, emotional, and moral development are inextricably intertwined goals of inclusive education. As Ginott (1972) warned in his letter to teachers, when emphasis on academics excessively overrides attention to the other areas of human development, we risk repeating historical events of intolerance. It should be noted that at the time of the Holocaust experienced by Ginott, Germany was considered the most highly academically educated society that ever existed. Yet, as Ginott's letter cautions, an academic education in no way ensures social or moral sensitivity, competence, or conscience--aims of 21st century education and inclusive schooling.

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8. WHAT IS A CHILD WITH SEVERE DISABILITIES GOING TO DO IN A 9TH GRADE SCIENCE COURSE?

This question is really asking why a student who has very different objectives from the majority of class members would be included in an activity or class that does not, at first glance, seem to relate to the student's needs. People often don't realize just how rich a general education environment is, particularly for a student with intensive challenges. The variety of people, materials, and activities is endless and provides an ongoing flow of opportunities for communication and human relationship building, incidental learning in areas not yet targeted as priority objectives, and direct instruction in a student's high-priority learning areas.

Key to a student's meaningful participation is creative thinking on the part of the student's support team, which always has at least four options for arranging the student's participation in general education activities. First, a student can do the *same* things as everyone else (e.g., practice songs in music). Second, *multi-level curriculum and instruction* can occur; that is, all students can be involved in a lesson in the same curriculum area, but pursue varying objectives at multiple levels based on their unique needs. For example, in math, students might be applying computation skills at varying levels--some with complex word problems, others with one-digit subtraction problems, and still others with materials that illustrate counting with correspondence. A third option, *curriculum overlapping*, involves students working on the same lesson, but pursuing objectives from different curricular areas. For example, we learned from "Everything About Bob Was Cool, Including the Cookies" how Bob, a teenager with severe disabilities, worked in a cooperative group, with two other students using his lap tray as the team's work space. Most students were dissecting frogs for the purpose of identifying body parts. Bob's objectives came from the curriculum area of communication. One communication program--discrimination of objects, including his blue drinking cup--was simple for Bob's teammates to carry out along with their dissection throughout the activity. Another communication objective--vocalizing in reaction to others and events--was frequently and readily achieved as Bob giggled and vocalized to teammates' wiggling of frog parts in the air. As still a fourth option, *alternative activities* may be added to a child's schedule to allow for community-based or work options or to address management needs (e.g., catheterization in the nurse's office). Alternative activities can also be considered when the student's team decides that general education activities cannot be adapted.

Extreme caution is advised in ruling an activity "impossible to adapt" or the general education classroom as inappropriate for a student with severe disabilities. Experience has taught us that general education can meet most of the needs of children with severe disabilities, given creative thinking and collaboration on the part of the adults and children in the school and greater community. As Manual 2 highlights, current theories of learning (e.g., multiple intelligences, constructivist learning), teaching practices that make subject matter more relevant and meaningful (e.g., cooperative group learning, project or activity-based learning, community-referenced activities), and authentic alternatives to paper-and-pencil assessment (e.g., artifact collection for portfolios, role playing, demonstration) empower and equip educators to adapt instruction for any student, including those with severe disabilities.

Finally, to make assumptions about an individual based on a classification of disability is dangerous because it can lead to tunnel vision. Specifically, it can blind us to a person's strengths and abilities, causing us to see only the person's disability--a phenomenon Van der Klift and Kunc (1994) describe as "disability spread" (p.399). Without looking at a student's strength and abilities, it is easy to limit expectations, "over-accommodate," or ignore ways those strengths and abilities can be used to motivate and support learning.

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9. HOW DO WE GRADE STUDENTS WITH DISABILITIES? IS IT FAIR TO GIVE THEM AN A OR A B FOR DOING WORK THAT IS SIGNIFICANTLY DIFFERENT FROM THE REST OF THE CLASS, OR AFTER WE HAVE PROVIDED THEM WITH ACCOMMODATIONS AND MODIFICATIONS TO THE CURRICULUM AND INSTRUCTION?

We recognize that a diploma or a grade in and of itself tells nothing about what a child knows, believes, or can demonstrate because of the tremendous variability within and across schools as to what a grade or diploma represents. Many traditional grading practices and procedures are arbitrary and subjective. For example, within a particular school, an earned grade in one math class may not mean what the same grade does in another math class (e.g., calculus vs. general math, one trigonometry class vs. another). In fact, within the same class the learning of two students receiving the same grade can be vastly different.

The "correct" approach to student assessment is a hotly debated issue. Some advocate the continuation of competitive, normative comparison practices (i.e., A, B, C, D, and F; percentile scores). Others advocate the adoption of outcomes-based assessment and instructional strategies. The National Center of Education Outcomes, for instance, calls for the identification of outcomes and acceptable performance standards for *all* students, assessment of students with reasonable accommodations if necessary, and the reporting of progress of schools in meeting their stated outcomes (Shriner, Ysseldyke, Thurlow, and Honetschlager 1994).

Performance-based and other authentic assessment approaches are more compatible and supportive of children with and without disabilities than traditional standardized achievement testing. They give those who wish to know about student performance a much richer picture of what students actually can do and the supports they need to do it than standardized tests scores. And is that not what we truly want to know? As Nel Noddings (1992) put it, "We should move away from the question, 'Has Johnny learned X?' to the far more pertinent question, 'What has Johnny learned'" (p. 179)?

Alternatives to traditional grading available to school personnel who want distinctions to appear on report cards and transcripts for students who have different goals or who receive accommodations include pass/fail systems, student self-assessments, contracts with students, criterion or checklist grading, and portfolios. Indeed, some teachers choose to use these alternative assessment methods for all students. Another alternative is to use the IEP as the vehicle for grade determination. Students with disabilities have an advantage over other students in that they have an IEP, which, when used appropriately, clearly defines the objectives they are to reach, any accommodations required during instruction and assessment, and the criteria for determining grades.

The IEP is a powerful tool when working with school personnel reluctant to provide accommodations in instruction and assessment. Specifically, the IEP is a federal requirement, and federal law supersedes state and local laws, policies, and practices that might allow accommodations to be ignored. Perhaps, then, the questions we should really be asking here are, "Which students wouldn't benefit from accommodations and modifications in assessment based on learning style, multiple intelligences strengths, and differing interests?" and, "If we accommodated for everyone and employed more of a portfolio approach through which students' actual performances and products were presented, what would be the purpose of grading and report cards?" These questions lead us away from discussion about whether or not students provided with accommodations should be given different grades and focus our thinking on "good teaching"---the identification and use of strategies to facilitate all children's learning.

10. ISN'T INCLUSION IN DIRECT OPPOSITION TO THE NATIONAL MOVEMENT TOWARD HIGHER STANDARDS AND OUTCOMES FOR STUDENTS? TEACHERS ARE EXPECTED TO PREPARE STUDENTS TO SCORE WELL ON TESTS. WON'T THE PRESENCE OF CHILDREN WITH DISABILITIES NEGATIVELY IMPACT THE SCHOOLS' SCORES AND SUBSEQUENTLY FURTHER ERODE PUBLIC CONFIDENCE IN OUR SCHOOL SYSTEM?

The inclusion of children with disabilities is not in opposition to the movement to improve outcomes for students. On the contrary, both inclusive education and the call for higher standards at the federal, state, and local levels are attempts to foster conditions that will lead to better instruction and learning, equality of opportunity to learn, and excellence in performance for all children. Unfortunately, with few exceptions, the national educational reform initiatives of the past dozen years (including the higher standards movement) have failed to equalize learning opportunity or significantly alter student outcomes. Kenneth Howe (1994) suggests why when he concludes:

> It strains credulity...to suggest that implementing national standards and assessments could be anywhere near as effective a means of improving educational opportunity (or student outcomes) as addressing the conditions of schooling and society directly. It is rather like suggesting that the way to end world hunger is to first develop more rigorous standards of nutrition and then provide physicians with more precise means of measuring rations of muscle-to-fat (p.31).

We agree with Howe and suggest that the organizational, curricular, instructional, and assessment practices supportive of inclusive education hold greater promise for improved outcomes for children with *and* without disabilities than heightened national standards and associated assessments. These practices allow children with disabilities to thrive, to do as well or better than their counterparts in separate learning environments. Why wouldn't they have the same positive effect on other students?

As far as the concern that the presence of children with disabilities will negatively impact norm-referenced achievement scores--there is no evidence to validate this notion. In fact, studies suggest the contrary (Costello 1991; Cross and Villa 1992; Kaskinen-Chapman 1992; Sharpe, York, and Knight 1994; Staub and Peck 1994). "Effectiveness" can mean many things and, therefore, needs to be measured in a variety of ways and across a variety of curricular domains. However, one assessment approach--standardized, norm-referenced tests of achievement in traditional academic domains--remains the principal way schools communicate their effectiveness to the community. Interestingly, children with disabilities have not been part of the norming process for these tests and are routinely excluded (along with students enrolled in other "remedial" programs) in up to one-third of our schools' annual testing events. Because of such exclusionary evaluation practices, many communities are inadvertently making funding, policy, and programmatic decisions without full knowledge of the outcomes for all the children for whom they are responsible. The public is deceived when provided with "friendly" data indicating that schools are doing well. If public confidence in our schools is based on such practices, something is terribly wrong. A school has no business representing itself as effective unless it documents that it is effective for all children in its community.

Finally, the presence of children with disabilities in inclusive classrooms fits well with a goal of cooperation and competence, but may indeed thwart the purposes of those intent on social stratification and the survival of the fittest. Inclusive education calls many of the premises of our society and schools into question. This is precisely its value. Inclusive education forces us to ask ourselves, "What kinds of schools do we want?" and "What kind of a world do we want to live in?"

11. HOW CAN WE GUARANTEE THE SAFETY (PHYSICAL AND EMOTIONAL) OF THE OTHER STUDENTS WHEN A STUDENT WITH EMOTIONAL OR BEHAVIORAL DISABILITIES IS PLACED IN A GENERAL EDUCATION CLASSROOM?

It is impossible to guarantee that every classroom, hallway, playground, lunchroom, and bus will always be completely safe. Violence is a problem in all aspects of North American society. There is violence in homes, on the streets, and in restaurants, malls, and workplaces. Concomitantly, an increasing number of children are perceived as troubled or troubling to their teachers, community, or family. Permanent solutions to student and societal violence will emerge only through community, interagency, and school collaboration. Yet, some solutions are emerging for addressing the needs of students with behavioral/emotional challenges and making schools more safe and welcoming learning environments.

First, the most effective and first "line of defense" against a student's rule-violating behavior is effective instruction with personalized accommodations and motivating learning experiences. Second, we need to develop a constellation of resources and services and bring them to students experiencing behavioral/emotional challenges. This constellation includes, but is not limited to, strategies for promoting and teaching responsibility and anger management and impulse control; social skills instruction; strategies for involving, empowering, and supporting students and family members; increased collaboration among and personal support for students from the adults at the school; and breaking with the traditional paradigm of schooling and what constitutes a student's day.

These and other supports and services for assisting students who are "troubled or troubling" can be brought to the school setting. It is unnecessary to send students away and immerse them in classroom or separate programs exclusively for children identified as emotionally or behaviorally challenging and counterproductive to send such students to a climate and culture of dysfunction and disturbance, where they will have limited access to prosocial models of behavior, and get a message that they do not belong with their peers (Kunc, 1992). After all, children tend to live up to expectations, positive and negative. Isolation, incarceration, and exclusion set up a heartbreakingly vicious cycle. A person who feels a sense of alienation and exclusion is punished for giving evidence of lack of belonging through disruptive behavior by being further excluded and alienated, which then gives rise to accelerated rule-violating behavior. Is it any wonder that removing students with emotional/behavioral challenges from the regular classroom often results in increases in aggressive or violent behavior?

A basic responsibility of every school is to attempt to ensure students and adults freedom from physical harm. No student has the right to harm another person. Because there will inevitably be times when students place themselves and others in jeopardy, every school must have a well-articulated and well-understood crisis management system that promotes student responsibility and choice at each stage of a crisis. Choices within a crisis management system might include (a) allowing a student to "calm down" in a predetermined alternative setting in the school; (b) allowing students, with parental permission, to leave school grounds for a period of time; (c) in-school or out-of-school suspension for a short period of time until a team can convene and identify next steps; (d) removal of a student from school by a parent or by mental health, social service, or police personnel; and (e) use of passive physical restraint by trained personnel. We must remember that it is imperative that any student asked to leave school have a safe and supervised place to go.

Clearly, meeting the complex psychological and educational needs of students who are troubled or troubling is a difficult task. Matching intervention and support strategies to the life circumstances, stresses, and context from which an individual child operates requires thoughtful and careful consideration by teams of educators, parents, community members, and students who care about and are committed to the child's survival and success.

12. INCLUSION WOULD BE NICE, BUT IT IS UNREALISTIC, IF NOT IMPOSSIBLE, GIVEN THE SITUATION THAT EXISTS IN OUR SCHOOLS TODAY. THERE IS ONLY ONE TEACHER PER CLASS. STUDENT DIVERSITY IS INCREASING. PUBLIC FUNDING OF EDUCATION IS DECREASING. CLASS SIZE IS LARGE; AND, IN SOME CLASSES, 25-30 PERCENT OF CHILDREN ARE IDENTIFIED AS DISABLED. HOW CAN A TEACHER BE EXPECTED TO MEET THE NEEDS OF ALL CHILDREN UNDER SUCH CIRCUMSTANCES?

All the reasons for why inclusion is "impossible" referred to in this question have little if anything to do with children and everything to do with the way adults configure the delivery of their services. Given the cultural, racial, economic, and religious diversity of communities and students across the United States, the notion and practice of one educator working alone in a classroom is rapidly becoming outdated. If fact, it is probably the most impractical notion in education. A teacher working alone with traditional teaching methods (e.g., teacher-directed, predominantly independent or competitive student work structures, and the same performance standard for all children) is likely to be frustrated when attempting to accommodate increased student diversity. A strikingly different organizational structure--a teaching team--is necessary to meet the diverse needs of a heterogeneous student body.

Inclusive education redefines the role of the classroom teacher from the "lone ranger" to a "partner with supports." A teaching team is an organizational and instructional arrangement of two or more members of the school and greater community who share planning, instructional, and evaluation responsibilities for the same students on a regular basis over an extended period of time. According to Thousand and Villa (1990):

> Teams vary in size from two to six or seven people. They vary in composition as well, involving any possible combination of classroom teachers, specialized personnel (e.g., special educators, speech and language pathologists, guidance counselors, health professionals, employment specialists), instructional assistants, student teachers, community volunteers (e.g., parents, members of the local "foster grandparent" program), and students themselves (pp. 152-153).

This type of organizational structure capitalizes on the diverse experiences, knowledge bases, and instructional approaches of various team members (Bauwens, Hourcade, and Friend 1989) and allows for more immediate and accurate diagnosis of student needs and more active student learning.

Notably, an often-overlooked instructional and support resource in schools is the student body. In inclusive schools and classrooms, students are invited to be partners in various teaming arrangements (Thousand, Villa, and Nevin 1994; Villa and Thousand 1992). Students can function as *instructors* (e.g., cooperative group learning team members, peer tutors, co-instructors in teacher-student teaching teams, peer conflict mediators); *advocates* for themselves and peers (e.g., identifying learning outcomes; developing accommodations and modifications to curriculum, instruction, and assessment; serving as a support or a peer's "voice" in a transition planning meeting; helping develop social support networks); and *decision makers* (e.g., serving on school governance committees that develop school curriculums, inservice training programs, discipline policies, and organizational restructuring objectives).

In summary, for students with disabilities to be successful in general education classrooms, necessary supports and services must accompany them to the classroom. The supports and services are available if we choose to restructure and explore changes in roles and responsibilities of all members of the educational and greater community.

13. WON'T CHILDREN WITH DISABILITIES BE TEASED AND RIDICULED BY THE OTHER CHILDREN?

Probably some children will be teased, and they might do some teasing themselves, too. An unfortunate reality in many of our schools is that children face ridicule, teasing, and rejection. We would venture to guess that some of the readers of this book experienced teasing from peers during their school careers (e.g., on the playground, as a child; or in the faculty lounge, as a teacher). People are teased for many reasons, including differences in perceived abilities, physical characteristics, ethnic background, religion, language, culture, and socioeconomic status. Often, people make fun of what is new, unusual, or unfamiliar. Paradoxically, teasing sometimes can be a misguided attempt to express liking or attraction and build personal connections. The solution to the problem is not the removal of anyone who is different.

It is unlikely that adults will ever completely eliminate teasing and ridicule among children. There are, however, strategies to reduce it. Stainback and Stainback (1989, 1990) advocate a solution whereby educators instruct students about the valuing of individual differences and the importance of heterogeneous classroom experiences. They further suggest that teachers promote a caring ethic within their classrooms by establishing a "peer support committee" of rotating student membership. The mission of the committee is a determine ways for classmates to be supportive of one another.

Teachers can further reduce teasing by directly teaching children the reasons for and the results of name calling, teasing, and ridicule and by employing learning structures such as cooperative learning groups, which require and acknowledge positive treatment of classmates. Also, activities that stir concern for social justice have been effective in helping middle and high school students with little to no experience with persons with disabilities build support for and minimize teasing of students with disabilities. Engaging students in planning for the transition of a student with disabilities to become a welcomed member of their school community has had similar positive effects.

At the heart of the solution to teasing is teacher and administrator modeling. Students observe, reflect on, and imitate adult behavior toward people who are different and the problem-solving strategies they employ to deal with conflict and issues such as teasing and discrimination. Our experience has been that less ridicule occurs in inclusive schools. This might be due to a more explicit teaching of how to mediate conflict (Johnson, Johnson, Dudley, and Burnett 1992; Schrumpf 1994) and more problem solving when teasing and other forms of discrimination occur. Students who begin their educational careers with others with disabilities seem comfortable with and accepting of differences.

14. ARE INCLUSION PROPONENTS ADVOCATING THE ELIMINATION OF PROFESSIONALS KNOWN AS SPECIAL EDUCATORS? HOW WILL CHILDREN'S UNIQUE NEEDS BE MET IN GENERAL EDUCATION CLASSROOMS WHERE THEY WILL NOT HAVE ACCESS TO THERAPISTS AND OTHER TRAINED PERSONNEL?

Inclusion proponents are *not* calling for the elimination of special education or other specialists such as psychologists, physical and occupational therapists, and social workers. In fact, inclusive environments *require* the participation of professionals who possess breadth and depth in many knowledge bases (e.g., human development and individual differences, particular reading or writing interventions, alternative communication strategies, mobility instruction, impulse control techniques). The goal is always to ensure that every student receives needed supports and resources. Therefore, what is being called for is a change in the way some specialized personnel deliver their expertise. Those who worked alone and pulled children away from general education are being asked to work together to figure out how to address students' needs in the context of general education. For specialists, this means being willing and able to take on the added responsibilities of becoming collaborators, models, coaches, and members of team teaching arrangements so as to pass on the essential elements of their specialty to teachers, parents, volunteers, students, and others. The end result is desegregation of adults and increased student access to the valuable services and expertise that specialists and classroom teachers can jointly provide.

15. WHAT CAN I AS ONE PERSON DO? I DO NOT HAVE THE SYSTEMS-LEVEL SUPPORT NEEDED TO MAKE INCLUSION WORK.

In an address to the young people of South Africa on their Day of Affirmation in 1966, Robert Kennedy stated (cited in Schlesinger 1987, p. 802):

> Some believe there is nothing one man or one woman can do against the enormous array of the world's ills, against ignorance, injustice, misery, or suffering. Yet many of the world's greatest movements, of thought and action, have flowed from the work of a single person. A young monk began the Protestant Reformation, a young general extended an empire from Macedonia to the borders of the earth, and a young woman reclaimed the territory of France. It was the 32-year-old Thomas Jefferson who proclaimed that all humans are created equal.
>
> These people moved the world, and so can we all. Few will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all of these acts will be written the history of this generation.
>
> It is from the numberless diverse acts of courage and belief that human history is shaped. Each time a person stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, they send forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.

First, believe that you can make a difference, even though the system is not yet behind you. Next, act in any and every way you can think of to increase the number of people involved and the depth of their conviction to promote inclusion. How can this be done?

- Knowing that there is strength in numbers, build coalitions among disability rights, civil rights, parent, and other groups that will embrace an inclusive philosophy.
- Create support groups of families and others like yourself to strategize ways to get broader support.
- Locate or create a successful example of inclusion and showcase, share, and publicize it. Have people visit and talk with those involved in the effort.
- Get into positions of power, For example, run for the school board, become an officer of the teachers' union, or volunteer for committees that have influence to reform policy or practice in your school.
- Model through your own actions the inclusion of adults and children with diverse interests and abilities in your professional and personal life. To create a change, one must become the change.
- Educate others about the ethical, legal, moral, data-based rationale for inclusive education. Share with them the information from Chapter 3 of this book, for instance.
- Persevere and be compassionate. Remember that changing people's minds and beliefs takes time and causes emotional turmoil.
- Take action now.

16. THERE ARE SOME CHILDREN WHO NEED REGULAR, INTENSIVE INDIVIDUALIZED INSTRUCTION TO ACQUIRE SPECIFIC SKILLS. HOW CAN THE DIVERSE NEEDS OF CHILDREN WITH DISABILITIES BE MET IF WE CANNOT TAKE CHILDREN OUT OF GENERAL EDUCATION CLASSROOMS FOR SPECIFIC SKILL OR FUNCTIONAL LIFE SKILL INSTRUCTION?

In an inclusive school, it is expected that any student can and should receive focused and intensive instruction as needed. This instruction can occur in any location in the school that makes sense for the task, not a special location to which only students who are labeled or who get "special help" disappear for part of the day or week. Who delivers the focused instruction depends on any number of variables, such as professional expertise and interest or personal relationship with the child being instructed. Children, too, have proven to be exceptional at delivering focused instruction and should not be overlooked as instructional resources.

Part of the answer to meeting individualized learning needs lies in changing the nature of the general education classroom. When children are grouped heterogeneously and allowed to progress at their own pace without regard to age, grade, or level of ability or disability, individualization naturally occurs. Specialized instruction should be available to any child who might want or need it, but should never be based on a label attached to a child. Schools that embrace the belief that learning occurs in many forms in many different places have no trouble creatively designing ways to individualize for students.

17. HOW WILL CHILDREN WITH DISABILITIES COME TO UNDERSTAND THAT THERE ARE OTHER PEOPLE WITH DISABILITIES SIMILAR TO THEIRS IF THEY ARE NEVER GIVEN THE OPPORTUNITY TO INTERACT WITH PEOPLE WITH DISABILITIES? AREN'T WE SENDING CONTRADICTORY MESSAGES? ON THE ONE HAND, WE ARE SAYING THAT IT IS ALL RIGHT TO BE DIFFERENT, WHILE, ON THE OTHER HAND, WE ARE TELLING STUDENTS WITH DISABILITIES THAT IT ISN'T ALL RIGHT TO ASSOCIATE WITH PEOPLE WHO ARE SIMILAR TO THEM BECAUSE THEY NEED TO BE WITH PEOPLE WITHOUT DISABILITIES.

Inclusion is about the right to freely associate, not about denying children with disabilities opportunities to know other people with similar disabilities or interests. The goal is to foster community, celebrate children's individual differences, and send the message that everyone has value. Allowing children to go to the same school as their siblings and neighbors does not suggest that they should or will not develop additional connections, relationships, and friendships outside of the classroom with people who have similar interests and characteristics.

Humans have a basic need to affiliate. In our society we have created all types of affiliation organizations (e.g., Italian-American associations, photography clubs) so people with common characteristics or interests can get together. Stainback, Stainback, and Sapon-Shevin (1994) and other multicultural education leaders stress the importance of developing positive self-identity for diverse groups of students within a school by supporting students' interests to affiliate with peers with similar characteristics. It is a responsibility of the school to create opportunities for children with disabilities to get together to share experiences, if they wish. As with other school clubs, these opportunities can occur during or outside of school hours. The key is to listen to the students, follow their lead, and help them to organize affiliations with the people they wish, for purposes of their choosing. Choice is essential. Adults should not impose a particular identity group (e.g., students with Down syndrome) on children; only the students know their affiliation interests and solidarity needs. Further, a group's need for affiliation and solidarity should never be used as a rationale for segregation.

Resource section (with References) to follow this section, then

Appendices (e.g., Instruments)

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INCLUSIVE EDUCATION
IN CALIFORNIA

Manual II:

Classroom Based Strategies

Prepared by:

(we need to list everyone or should we just indicate LRE Project and then somewhere on the inside indicate the contributors)

SECTION **PAGE**

Introduction

Assessment

Instructional & Curricular Practices

Peer Collaboration & Friendships

Collaboration

Appendices

- Common Questions
- Terminology
- References & Resources

The Inclusive Skills Starter Kit consists of two manuals and a set of accompanying resource materials. These manuals are not intended to stand alone. Instead, they provide information, materials and resources that may be directed toward different audiences within a district or school. The purpose of **Manual 2:** ***Classroom-Based Strategies*** is to highlight information and strategies relevant to site level teachers, administrators, parents, and support staff and to district level administrators, resource/support teachers, DIS or related services staff, parent facilitators and curriculum specialists. The content in Manual 2 includes strategies that years of experience and research have demonstrated to be critical in the design and implementation of programs that successfully educate all students with disabilities in general education programs. Specifically, the components of Manual 2 include:

- Assessment
- Instructional and Curricular Practices
- Peer Collaboration and Friendships
- Collaboration

In addition, the readers of this manual are encouraged to review the case studies presented in Manual 1. The case studies provide a snapshot of various schools and classrooms from preschool through high school that are practicing inclusive education and implementing the strategies discussed in Manual 2. Readers are also directed to use the Appendices of resource materials to supplement or further explore the strategies and information presented here. The Appendices consist of "Common Questions", "References and Resources" and a "Definition of Terms." The "Common Questions" section identifies issues and concerns that educators and others have typically expressed regarding inclusive education and a set of responses that reflect the work and experience of numerous educators. The "References and Resources" section provides the reference materials cited within the two Manuals as well as a comprehensive list of resources in the form of articles, books, videos, web sites and manuals that provide readers with supplemental and/or more extensive information on specific strategies of interest and/or need.

In order to effectively implement inclusive education, educators, in collaboration with parents, students, and others must systematically use research-based assessment practices, instructional techniques, and meaningful general education core curriculum. These practices are described below.

Assessment Strategies to Support Inclusive Schooling

Assessment has received significant attention within the current general education school restructuring effort in the contexts of outcomes-based education (Spady & Marshall, 1991), the establishment of national standards (O'Day & Smith, 1993), and performance-based and authentic assessment (Brown, 1994). The majority of the discussions in these arenas have not specifically related to students with disabilities, although associated restructuring efforts have, indirectly, had a positive impact on students with disabilities.

The purposes for assessing students with disabilities is at least threefold.

Educators must determine students' eligibility for special education services through the Individualized Education Program (IEP) process.

Educators must conduct ongoing assessment to determine how students are performing and to determine whether to eliminate or provide additional or different support.

Educators must evaluate students' performance, whether in relationship to grades, degree of achievement of IEP objectives, or other school or district measures.

Several critical assumptions must be made when designing assessment procedures and processes. Table 1 provides a description of these critical assumptions.

TABLE 1: ASSUMPTIONS & DISPOSITIONS WHEN ASSESSING STUDENT
1. All students must be presumed to be competent.
2. Assessment should always yield information about students' strengths, gifts, and talents
3. Assessments should yield information about students instructional support needs, i.e., assessment should be designed to answer the following questions. ➢ How can the learner best demonstrate what he/she knows? ➢ How does the learner learn best? ➢ What does the learner know? ➢ What does the learner need to expand his/her learning? ➢ How can educators assist the learner better?

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Formal and norm-referenced assessments traditionally used to assess students who qualify for special education services do not address these questions adequately; instead, alternative authentic assessment procedures provide teachers with a broader and deeper understanding of students (Falvey, Givner, & Kimm, 1996). A variety of authentic assessment strategies are described below.

A Futures Planning Process for Students. An extremely informative process for learning about students' strengths, needs and interests is referred to as the futures planning process (Falvey, Forest, Pearpoint, & Rosenberg, 1994). Although a variety of different methods have developed for planning for students' futures, one of the most commonly used processes is Making Action Plans (MAPs) (Falvey, et al., 1994; Forest & Lusthaus, 1989, 1990). This process calls for a friendly atmosphere where the student and his/her significant others gather together to support and generate ideas for building a positive future for the student. In addition to the student, his/her significant others should include the people who have experience with the student, such as the student's family (e.g., parents, siblings, aunts, uncles, cousins, grandparents) and friends. The MAPs process might also include those who have specific expertise to teach this student such as teachers (special and general education) or related service personnel (e.g., speech and language therapists, occupational therapists, psychologists).

This gathering occurs in a comfortable setting and offers an atmosphere that is friendly, relaxed, and supportive of the student and the family. There should be a facilitator who can ensure that everyone participates and that the focus is on building a positive future for the student. A recorder ensures that participants' responses are documented while the gathering occurs. Responses are recorded on large newsprint paper so that everyone may have visual access to input as it is generated, respecting those who process visual information more easily than exclusively verbal input.

The facilitator asks everyone, especially the student, to respond to the series of seven questions (Falvey, et al., 1994) contained in Table 2.

TABLE 2: MAP'S QUESTIONS
1. What is the student's history?
2. What are your dreams for this student?
3. What are your nightmares for this student?
4. Who is this student?
5. What the student's strengths, gifts, and abilities?
6. What the student needs to reach the dreams and avoid the nightmares?
7. What would the student's ideal day look like, and what must be done to make it happen?

The MAPs process allows for the student and other participants a unique opportunity to view the past, present, and a path to the future and provides a major change in the way information is shared.

The MAPs process can be beneficial for any student. Let's take Valerie, for example. Valerie is a student with Down syndrome who, in preparation for her transition from elementary to middle school, invited her favorite classmates, family, and friends to participate in a MAPs meeting. The opportunity for Valerie's peers to participate in the MAPs process was a gift Valerie give to them that day. Before the meeting, her peers created posters about their own fears about moving to middle school. This information helped to generate dreams and fears for middle school for Jamie and her classmates. The MAPs meeting was important for building a successful middle school experience not only ror Valerie, but also for her peers.

Multiple Intelligences Assessment. In 1983, Howard Gardner wrote *Frames of Mind*, a book in which he challenged traditional beliefs and customs related to the concept of intelligence. His research concluded that intelligence had been defined too narrowly and had robbed many children and adults from being afforded experiences to achieve at higher levels. Gardner found intelligence to be multi-faceted, requiring us to broaden our view of "who is smart." Traditional views of intelligence largely assess and recognize **linguistic** and **logical/mathematical abilities** as indicators of intelligence. Gardner expanded the indicators of "intelligent abilities" to include **visual/spatial, musical, bodily/kinesthetic, interpersonal, interpersonal**, and, most recently, **naturalistic abilities**. The question that educators and psychologists often struggle with is: "how smart is this student?" Gardner suggests that this is the wrong question to ask. The question that needs to be addressed is "How is the student smart?" This question presumes that all students are smart; they are just smart in different ways.

No definitive scientific ways exist to assess and measure students' area(s) of intelligence. However, several strategies, described below can be used by educators and psychologists to develop a sense of students' strengths across the multiple intelligence areas.

Provide students with opportunities to engage in activities using all eight areas of intelligence. Teachers then can observe and make note of students' preferences and strengths while engaged in the different ways of learning.

Observe students during their free time. This provides teachers with critical information about students' areas of intelligence. Generally, students are more likely to initiate and maintain their interest in activities in which they are able to use or show their strengths.

Observe, record, and reflect on the occasions when students behave in ways that are contrary to the classroom norms or rules. This also provides critical insight into students' multiple intelligences (Armstrong, 1994). For example, a student who often speaks out of turn, may have linguistic intelligence strength, while a student who often looks out the window or "off in space" may be a visual/spatial learner. A student who is constantly in motion, may be a bodily-kinesthetic learner.

Interviewing the students, their families, and their friends can provide important insights into student's areas of strength. Another way to determine a students' multiple intelligence strengths would be to complete a checklist. Checklists (e.g., Armstrong, 1994) can be combined with observations and interviews over time. A caution when using a checklist is to be sure it is not seen as a "test" that produces absolute, definitive information.

Table 3 provides an example checklist of the eight styles of learning.

TABLE 3: CHECKLIST OF MULTIPLE INTELLIGENCES		
Area of Intelligence	**Example Behaviors**	**Indicate Areas of Students' Strengths**
Linguistic	Saying, hearing, seeing, telling, listening, writing, & reading	
Logical/Mathematical	Knowledge of math facts, problem solving skills, experimentation, & games	
Visual/Spatial	Drawing, painting, & learning through images	
Bodily/Kinesthetic	Uses tactile images, moving to learn, patterns, & outdoor activities	
Interpersonal	Interactions with others, emphatic, good mediator, & effective in cooperative groups	
Intrapersonal	Independent work, self-correcting, hobbies, & leisure activities	
Naturalistic	Learning through the environment, experiential learning, & learning through nature	

Having a variety of methods for obtaining information about students' strengths in multiple intelligence areas is important for comprehensively monitoring students' knowledge and skill acquisition as well as helping teachers to design instructional programs for students in "ways of knowing" that are most meaningful to them.

Counting Occurrences of specific behavior. One method of counting behavior is frequency data, which entails recording the number of times a particular behavior occurs. When collecting **frequency data,** it is important that the data are collected at the same time each day and the student has the same opportunity daily to engage in the behavior being observed to allow for comparisons to be made across time. Frequency data might involve recording the number of times a student initiates an interaction with peers, or the number of times another student throws books or other materials on the floor. Frequency data can also be used to record progress related to academic goals, such as the number of times a student is able to correctly read words involving "p" and "b" or the number of English and Spanish words a student who is developing the ability to speak English uses throughout his or her day (see Table 4 below for these examples). When the opportunity for the student behavior to occur is contingent upon an event or behavior of another person, percent data is required. **Percent data,** where we record both the opportunity and the student response to the opportunity, is useful for determining the percent of student responses to peer

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initiations, student compliance to teacher directions, student reactions to being insulted or "dissed" on the playground and student responses to teacher questions to the class by raising his/her hand rather than shouting out the answer. Where we are assessing the amount of time a student engages in a behavior, duration recording, where we note when the behavior begins and ends, is required. For example, duration data would be collected to determine and increase the amount of time the student stays in his/her seat, remains "on task" or participates in an activity.

TABLE 4. : FREQUENCY DATA COLLECTION FORMS

Student: *Ivan Petra* **Date**: *May 24, 1998*

FREQUENCY OF THROWING MATERIALS ON FLOOR

Language Arts	Social Studies	Science	Math	Art	Music
√√√√		√√	√√√√√√√		√√

Student: *Jamal Davis* **Date:** *April 24, 1998*

FREQUENCY OF INITIATIONS

Arrival	Classroom Discussions	Cooperative Groups	Recess	Lunch	P.E.
√√	√	√√√	√√	√√√√	√

Student: *Sara Morales* **Date**: *March 25, 1998*

FREQUENCY OF CORRECTLY READING "P" AND "B"

Monday	Tuesday	Wednesday	Thursday	Friday	Total for week
√√√√√	√√	√√√√√√√√√	√√√√√√√	√√√√	27

Student: *Carolina Fajardo* **Date**: *December 1, 1997*

FREQUENCY OF ENGLISH AND SPANISH WORDS USED

Arrival	Classroom Discussions	Cooperative Groups	Recess	Lunch	P.E.
Spanish √√	Spanish	Spanish √	Spanish √√√√√√√√√	Spanish √√√√√√√√√	Spanish √√√
English √√√√	English √√√√√√√	English √√√√√√	English	English √√√	English √√√√√√√

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Functional Assessment of Behavior. The support necessary for students with disabilities in general education classrooms often includes strategies to address "rule violating" behaviors and to teach acceptable social behavior. Two critical assumptions relate to assessing problem behavior.

The behavior serves a legitimate function or purpose for the student (even though the form of the behavior to achieve this purpose is unacceptable).

Problem behavior is context specific and thus likely to vary across situations. When students engage in "rule violating behaviors," a functional assessment of the behavior(s) will help to determine the function or purpose that the behavior serves for the student.

For example, assessment of Jose who pushes other students may reveal that he has few other behaviors in his repertoire to initiate interactions with peers, suggesting that perhaps one function of pushing may be to engage interaction. A **functional assessment** determines the relationship between the students' behavior and the situations or settings in which the behavior occurs by gathering assessment information across time and settings and from a variety of sources (e.g., student observations, interviews of current and past teachers and parents, student interview). For Jose, who is pushing other students, the assessment would include examining when the behavior occurs, who is present, what activities are going on, and what happens following the behavior (consequence) (O'Neil, Horner, Albin, Sprague, Story & Newton, 1997).

Given reliable and comprehensive functional assessment information from various sources, it is possible to develop **hypothesis statements** about the function of the behavior(s). A hypothesis statement for Jose might be as follows: "When in a social situation (e.g., playground, waiting in line), Jose will push another student to start a conversation or gain entrance to the kickball game". Once the function of the behavior is determined, it is fairly easy to identify alternative or replacement behavior to replace the problem behavior. Jose could learn to verbalize, sign or show a picture rather than pushing to initiate a conversation or be included in a game.

Behavior interventions are often ineffective due to a lack of, or inaccurate, functional assessment. If Jose was pushing other students for the purpose of gaining more personal space or saying "Get out of my face!" rather than starting a conversation, an intervention designed to increase interaction or intimacy could have disastrous results. Therefore, this type of assessment is critical wherever problem behavior occurs.

Curriculum-Based Assessment. Curriculum-based assessment (CBA) is often overlooked as a method for obtaining critical information about students' with disabilities strengths and needs. CBAs are designed to provide individualized, direct, and specific information about students' knowledge and understanding and progress and instructional needs with regards to the core curriculum (Salend, 1998). In addition, CBAs can yield information to help teachers figure out when, where, and what adaptations or accommodations might be needed for a student to actively and effectively participate in the learning process. Thus, they are very useful in determining how students with IEPs can be included in general education activities and curriculum objectives.

Unfortunately, historically, many students with disabilities, particularly those with severe disabilities, had alternative curricula or had limited access to the core general education curriculum and the assessments (CBAs) based upon that curriculum. With the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA), schools now are required to include students with disabilities in routine, schoolwide, districtwide and statewide assessments unless otherwise specified on the IEP. Further, the goals and objectives of a student's IEP are to be related to the general education curriculum. So, it is reasonable to expect that many more students will benefit from CBA as an assessment approach.

When conducting a CBA, teachers can offer students a variety of ways to demonstrate their knowledge so that the assessment format or method does not get in the way of students being able to communicate what they know. Let's examine a science class in which a CBA is used to measure students' knowledge of the circulatory system through graphic designs that include blanks in which students are to indicate various circulatory parts. For some students, the teacher could alter the response form and instead request them to complete this task by using verbal responses or by pointing to the correct labels for the circulatory system. Student with limited literacy skills would be able to show their knowledge in ways that are not based exclusively upon written directions or written responses. Applying multiple intelligences theory to CBA suggests more ways for students to show their knowing.

Another term used to describe curriculum-based assessment is standards-based assessment. Standards imply that a community has agreed upon information that each student will acquire at different grade levels. These standards assist teachers to systematically target instruction so that the skills the student acquires are developmentally appropriate and that they have the necessary prerequisite skills.

Grading Student Performance. When students receive supports and/or modifications, educators often struggle with ways to "fairly" grade students' performance. The difficulty that educators encounter with regards to grading is not specific to students with disabilities. There are inherent problems with the traditional grading process instituted in the majority of schools in this country, especially secondary schools. Grades often are interpreted by parents, students, teachers, administrators, and eventually employers, as objective information about actual students' performance, even though the presumed objectivity of grades is extremely questionable for several reasons:

- No one agreed-upon specific criteria is used across teachers and grade levels or within or across schools and school districts.
- Some teachers consider the personal progress a student makes when assigning grades; while others only consider students' performance at the time of the grade is assigned.
- The majority of grading involves the assignment of a single grade, even though it is impossible to use a single grade to evaluate all aspects of a students' performance or ability for an entire subject area.

These reasons, along with the challenges of grading a student who receives supports or modifications, make grading a huge challenge for educators.

Few would disagree that the entire grading structure and the overreliance on a gross letter-grade system needs to be examined and modified. However, until such examination and modifications occur to the existing grading structure, consider the following grading options. For students who receive **accommodations** only, no notation nor other modification needs to be made to grades. If a student is receiving **multi-level instructional modifications**, the grade can be modified with a notation indicating that the student's grade reflects a modified performance standard. When modifying the grading performance standards, rather than relying on a single grade, consider using:

- The student's IEP objectives to measure performance rather than grade level standards;
- A pass/fail system;
- A student/teacher generated contract and evaluation procedures; or
- A narrative descriptive of the student.

For students with disabilities, it is the responsibility of each student's IEP team to discuss the issue of grading and make decisions for grading that makes sense for the student and those that will be reviewing the grades in the future.

Assessment Strategies for Young Children. Assessment is an essential part of developmentally appropriate services for young children with disabilities. Developmentally appropriate practices focus on the individual needs and characteristics of each child, therefore appropriate and complete assessment can assist in individual and program planning to meets the needs of all children. To accomplish this, multiple assessments are necessary and are best carried out by a team of qualified professionals who can gather a wide range of assessment information. This assessment information can assist programs in decisions concerning an individual child's eligibility for special education services and in the child's ongoing educational program.

Decisions concerning an individual child's eligibility for special education services is best conducted by a team of practitioners with knowledge of appropriate tools for use with young children and includes the child's family as an equal decision making partner in the process. Due to the many difficulties that can arise when assessing young children, the following guidelines, suggested by Cavallaro and Haney (1999), describe assessment guidelines for developmentally appropriate assessment. These guidelines are based on the work of Baily & Wolery, 1989; Bredekamp, 1987; Cohen & Spencier, 1994; McLean & Odom, 1993; Neisorth & Bagnato, 1996:

- Professionals must be extremely skilled at eliciting desired behaviors and understanding the many variables that can interfere with a child's performance of those behaviors.
- Assessment must include multiple sources of information gathered through many different methods of data collection.
- Assessment sources must be reliable and valid.
- Assessment must include a child's family, both as an important source of information about the child and as a member of the team when assessment decisions are made.
- Assessment must consider the whole child.
- Assessment must be conducted across time and environments.
- Assessment must be connected to potential outcomes.
- Assessment decisions should be made by a team that includes the child's family.

Informal observations are frequently used in early childhood programs to provide information useful for educational programming decisions. These informal assessments (Cavallaro and Haney, 1999) typically include the following techniques:

- Ecological assessment – assessing a child's skills in relationship to the context in which they are needed.
- Play-based assessment – measuring a child s development during naturally occurring activities
- Family-focused assessment – considering a child's needs in terms of family concerns and priorities.
- Ongoing informal assessment: provides useful information to assist in planning activities, determining the most appropriate strategies and methods to use with a particular child, selecting materials and program planning.

Differentiated instruction is based upon the belief that students learn at different rates and in different ways. To accommodate the diverse learners in any classroom teachers must differentiate their instruction. Teachers might differentiate their instruction in multiple ways. Students sometimes need adjustments or modifications to the curriculum and/or instructional arrangements for learning to be accessible to them. Even if students are unable to achieve independence in certain activities, involving them in the most active way possible is essential. Further, students' participation in general education activities must be facilitated in such a way that it has meaning.

A Model for Decision Making to Ensure the Lease Intrusive Modifications. A useful decision making model, designed by Udvari-Solner (1994) (see Table 4) to assist educators to determine ways to meaningfully include students with disabilities into the general education curriculum, is comprised of a series of questions that results in educators making the least intrusive instructional modification possible.

As the model suggests, the first question or consideration for curriculum and instructional strategies within the general education classroom is to determine if the student can participate without any modifications. Although modifications might assist students' involvement and participation within general education classes, they should only be used when absolutely necessary. It has been demonstrated that in classrooms where teachers are using multiple and varied active learning strategies, the need for excessive modifications to the curriculum and/or instructional strategies is minimized (Udvari-Solner, 1994).

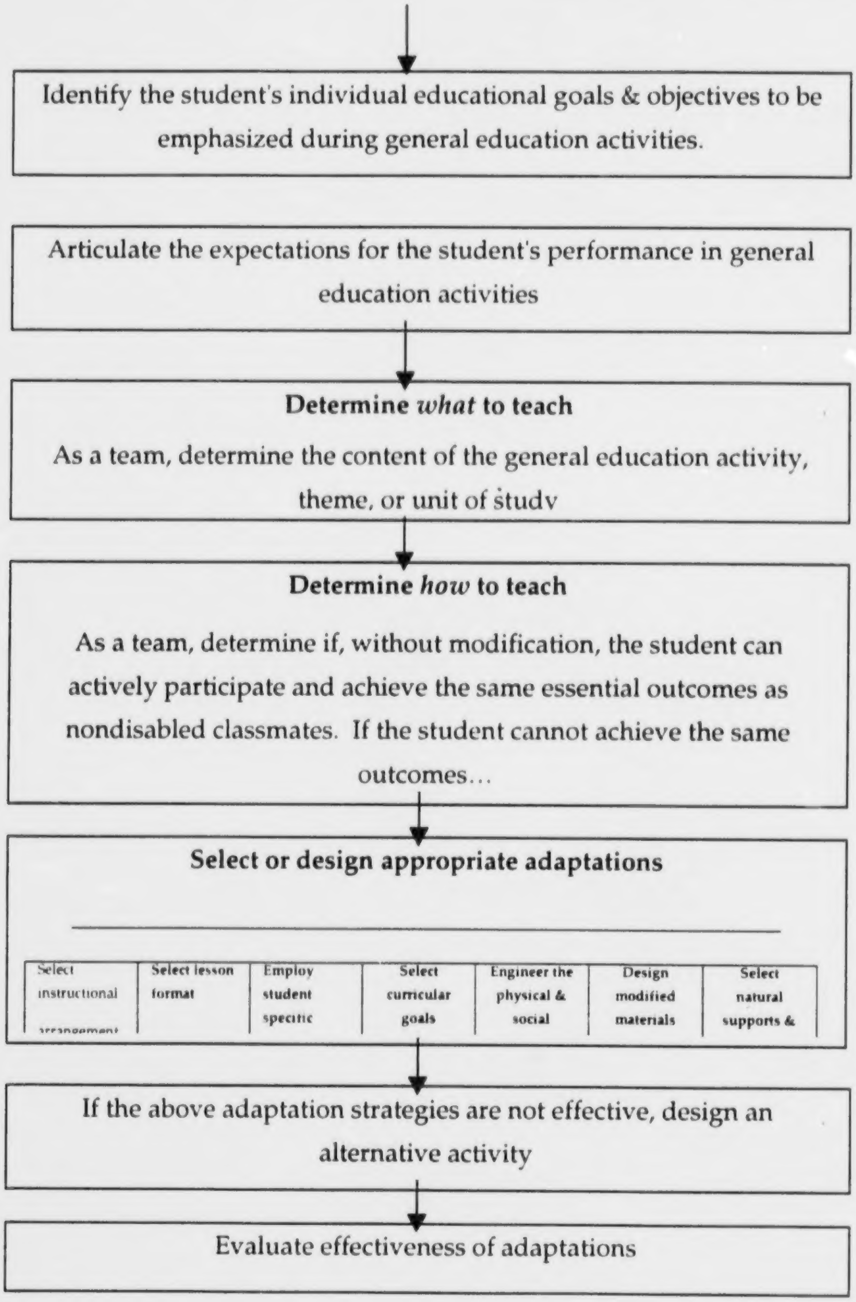

Identify the student's individual educational goals & objectives to be emphasized during general education activities.
Articulate the expectations for the student's performance in general education activities
Determine *what* to teach
As a team, determine the content of the general education activity, theme, or unit of studv
Determine *how* to teach
As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as nondisabled classmates. If the student cannot achieve the same outcomes…
Select or design appropriate adaptations
Select instructional arrangement
Select lesson format
Employ student specific
Select curricular goals
Engineer the physical & social
Design modified materials
Select natural supports &
If the above adaptation strategies are not effective, design an alternative activity
Evaluate effectiveness of adaptations

Table __ A Model for Decision Making to Ensure the Lease Intrusive Modifications by Udvari-Solner (1994)

Definition and Examples of Accommodations. Some of the modifications needed for students in order to participate in meaningful ways are referred to as accommodations (Falvey, et al., 1996). **An accommodation is a support provided to a student that facilitates access to learning and that does not alter the academic performance standards**. For example, a wheel chair (the accommodation) enables a middle school student to access the school elevator, allowing him to get to his fourth period science class located on the second floor of the school. This accommodation does not alter the performance standards expected of the students in the science class, but without it he would not be able to participate in this class.

Let's take a look at another example of a number of accommodations being employed to support a student, Juanita. In a 10th-grade history class, the teacher tells the students that they will have a test on the following Friday. The teacher indicates that she will include information on the test from the classroom discussions during the past three weeks and the last three assigned chapters from the English-only course textbook. Juanita, a student in the class, does not have the literacy skills to read the text, but is able to participate effectively in this class with a variety of accommodations. One of Juanita's peers takes notes from the class discussions on carbon paper, so that a copy can be given to Juanita. Another student earns extra credit to read the assigned chapters out loud and into a tape recorder, giving Juanita a taped version of the assigned chapters. Finally, a student who lives two doors down from Juanita goes over to her house after school three days to study with her. The neighbor student reads the notes and turns on the tape recorder to jointly review the chapters. Juanita and her neighbor study very hard for the test. On Friday, the day of the test, Mr. Gabriel, the special education teacher and Juanita go off to the library so that Juanita can take the test orally and not disrupt the other students who are taking the test silently. Mr. Gabriel reads the questions to Juanita, and she dictates her answers to him. Even though Juanita required several modifications, none involved changing the academic outcome standards for her. Thus, these modifications are considered accommodations.

Multi-Level Instructional Modifications. Accommodations are not always enough to facilitate students' meaningful access to the general education class. Some students, especially those with significant challenges, might require **more extensive supports, including supports that alter the academic outcome standards, i.e., multi-level modifications**. Such supports make it possible for students to participate in meaningful ways rather than merely being present in the classroom (Falvey, et al., 1996; Udvari-Solner, 1994). Multi-level instruction represents several different approaches.

> A student might be included in the general education curricular activity, but have a less complex level of expectations than his/her nondisabled peers. For example, a 4th-grade student might be working on adding two single digit numbers during math, while the other students work on single digit multiplication.

- A student might have a basic functional or direct application to the skill being learned. For example, a 7th-grade student might be reading a story about present day events that uses 1st- and 2nd-grade vocabulary, while her peers are reading more complex stories from ancient Russia.
- A student might be learning the same content but with a reduction in the performance standards. For example, a 3rd-grade teacher assigns Betsy, a student with significant challenges, only the first five words of the weekly 20-word spelling list that increases in difficulty from the first to the twentieth word.
- A student might be learning the same curriculum, but at a slower pace. For example, a kindergarten student might need more time than her peers to learn the alphabet, and, therefore, may not complete all 26 letters while in kindergarten.
- A student might be expected to learn a substitute or different skill then his/her non-disabled peers are learning. For example, a secondary-aged student who is working on increasing her upper trunk and head control might be evaluated on his ability to maintain upper trunk and head control while his biology class, rather than being judged on specific science abilities.

Positive Behavioral Support : Using Instructional and Curricular Interventions to Support Students with Problem Behavior. When educators and psychologists recognize that every student behavior has communicative value, they are more inclined to use positive teaching responses over negative responses, such as punishment or exclusion (Donnellan & Leary, 1995). Research findings clearly indicate that the effects of punishment, although immediate, are generally temporary (c.f. Donnellan & LaVigna, 1990). Therefore, responding to students' "rule violating behaviors" with punishment is not an effective long-term teaching method. In addition, excluding students from an environment does not provide them with information on how to behave and respond differently in that environment. Using positive behavior supports and other proactive strategies that offer students socially acceptable alternatives to "rule violating behaviors" is more effective, respectful, and enduring.

A **positive behavioral support** model provides a proactive, comprehensive and educationally-oriented alternative to consequence only (punishment or reinforcement) interventions. The heart of a positive behavioral support model is to teach the student to use a more acceptable response to get his or her desired outcome. The process for determining the outcome or function of the problem (or rule violating) behavior is the functional assessment process described earlier. The description in that section of Jose being taught to use a gesture or sign to replace the use of pushing to initiate interactions with peers or gain access to a kickball game, is an excellent example of the process of assessment, hypothesis development and planning to teach a replacement or competing behavior.

A **competing behavior model** provides a framework for linking the outcomes of a functional assessment to the strategies for intervention (Horner, Albin, Sprague & Todd, 2000; Horner & Billingsly, 1988; O'Neill et al., 1997). An example of his is depicted for Jessica. Jessica is a 3rd-grade student whose disability results in it being difficult for her to independently learn and follow social rules. She tends to make vocalizations that can escalate into loud screaming and throwing herself on the floor. Functional assessment data indicate that she does this most often during times when she is required to sit in her seat and work independently, especially when the work requires fine motor skills (i.e., writing or drawing). Further analysis indicates that this is almost guaranteed to occur on the days when she had problems with getting ready for school and/or when she had trouble sleeping the night before (setting events). In the classroom when she begins to make noises, the teacher, paraprofessional or another student typically run over to her desk to help her with the activity and thus avoid Jessica's screaming and throwing herself on the floor. This reaction also allowed Jessica to get help with the activity and/or to have a short "break" from the activity while the interaction occurred. The team used the competing behavior model diagramed to determine that teaching Jessica to raise her hand and ask for help or a break as a replacement for the vocalizing and screaming behavior. Plans were then made for systematic instructional strategies to be used to teach Jessica the desired replacement behavior and to "appreciate" or reinforce her hand raising behavior. The Table on page 22 offers a pictorial depiction of the steps for Positive Behavioral Support.

Instructional Strategies for Early Childhood Inclusion

Inclusion in preschool is very different from inclusion in the school setting due mainly to the organizational structures of preschools, the teaching practices used in the early childhood settings, and preparation of teachers that work in early childhood education. Organizational structures of preschools differ markedly from the elementary or high school settings. Natural settings, where preschool children spend their time, differ widely for preschool children whereas the majority of school-age children attend school. Therefore to create opportunities for inclusion to exist, one must utilize private, community-based preschools or Head Start programs. This often requires the need to provide services outside of the public school system thus creating the need for collaboration between public and private agencies.

Teaching strategies for working with young children are different as well. Educational objectives for preschoolers often are developmentally based in basic skills such as language, motor development, cognitive or social development. Most educational objectives for school-aged children are based around academic areas of reading, writing, math. and the various content areas. Instructional strategies for all young children, both typically developing and children with disabilities encourage child-initiated learning and active physical engagement with each other and the environment. Understanding of child development and principles of developmentally appropriate practice are imperative for anyone working in this setting. These principles include:

Attention and Responsiveness to Children. Attention and responsiveness to the ideas and feelings of children is one of the most important principles of early childhood education. Adults should respond to a child in a manner that is appropriate to that child's style and should have the ability to convey respect for the child as a person. This often means responding to the child's behavior and interests and allowing the child to initiate activities. Being responsive also means: (Cavallaro and Haney, 1999)

- Observe children before entering their play
- Allow the child to take the lead
- Be at the child's level both physically and verbally
- Respect each child's cultural, linguistic, and family background
- Environmental Structuring Strategies

Early childhood educators encourage children to become independent learners and thinkers by exploring their environment and by initiating activities. This also helps children become socially competent through their interactions with other children and adults. Children with disabilities often find social interactions very difficult and need a great deal of practice in this area. Setting up the environment to encourage interactions is critical to children's learning as they are extremely influenced by their environment. Strategies for environmental structuring include: (Cavallaro and Haney, 1999)

Selection and Arrangement of Materials so they are:

- Inviting – interesting materials invite children to explore and play.
- Accessible – make materials visible and accessible to all children to encourage them to initiate activities.
- Conducive to social play – Select materials that encourage children to engage in social and cooperative play. Young children with disabilities might need to learn to tolerate having other children playing close by and engaging in parallel play prior to cooperative play.
- Multiple sets – to engage in parallel and cooperative play it is necessary to have enough materials and space available.
- Appropriate to all ability levels – materials should be appropriate to the range of ability levels of the children in the group.
- Adapted to special needs – Have adapted materials available if the children need it but make sure the adaptation is necessary and non-stigmatizing to the child.

- Nonbiased and multicultural – environment should encourage children to understand and value diversity in all its dimensions.

Development of Activities to support children's engagement:

- Develop activities based on children's interests – particularly important for children with disabilities who may have limited play skills.
- Develop activities based on children's strengths – activities can be built on a child's strengths and can help them develop skill areas that are weaker.

Design activities to promote social interaction:

- Help children select activities – to assist with this:
    - Give the child limited activity choices and use pictures or objects if needed to represent the choices.
    - Tell the child that he or she can play with the preferred toys after spending a few minutes on a different activity.
    - Build on the child's interests and build new activities around those.
    - Be aware of cultural, economic, and linguistic differences when designing activities.

All children can and do learn best from watching and interacting with their peers. Inclusive settings offer a rich environment for these interactions to occur naturally but for some children with disabilities, assistance may be needed to fully benefit from these activities. To achieve optimum success from peer modeling, some structuring of the environment and the adults in the environment might need to occur.

Proximity of Adults and Peers in the environment. Children with disabilities are often supported by adults in the preschool setting. This support is often necessary to assist the child with disabilities to access all the environments and activities that are available in the typical preschool setting. The role of these adults is to assist the child who would typically not interact with other children to do so. Staff members need to learn how and when to interact and when to pull back to allow the child to be treated as much like the other children as possible. Peer modeling can only occur when children with disabilities and typically developing children participate in activities together. Again Cavallaro and Haney, 1999, describe some strategies to assist with the participation of children with disabilities with typically developing peers:

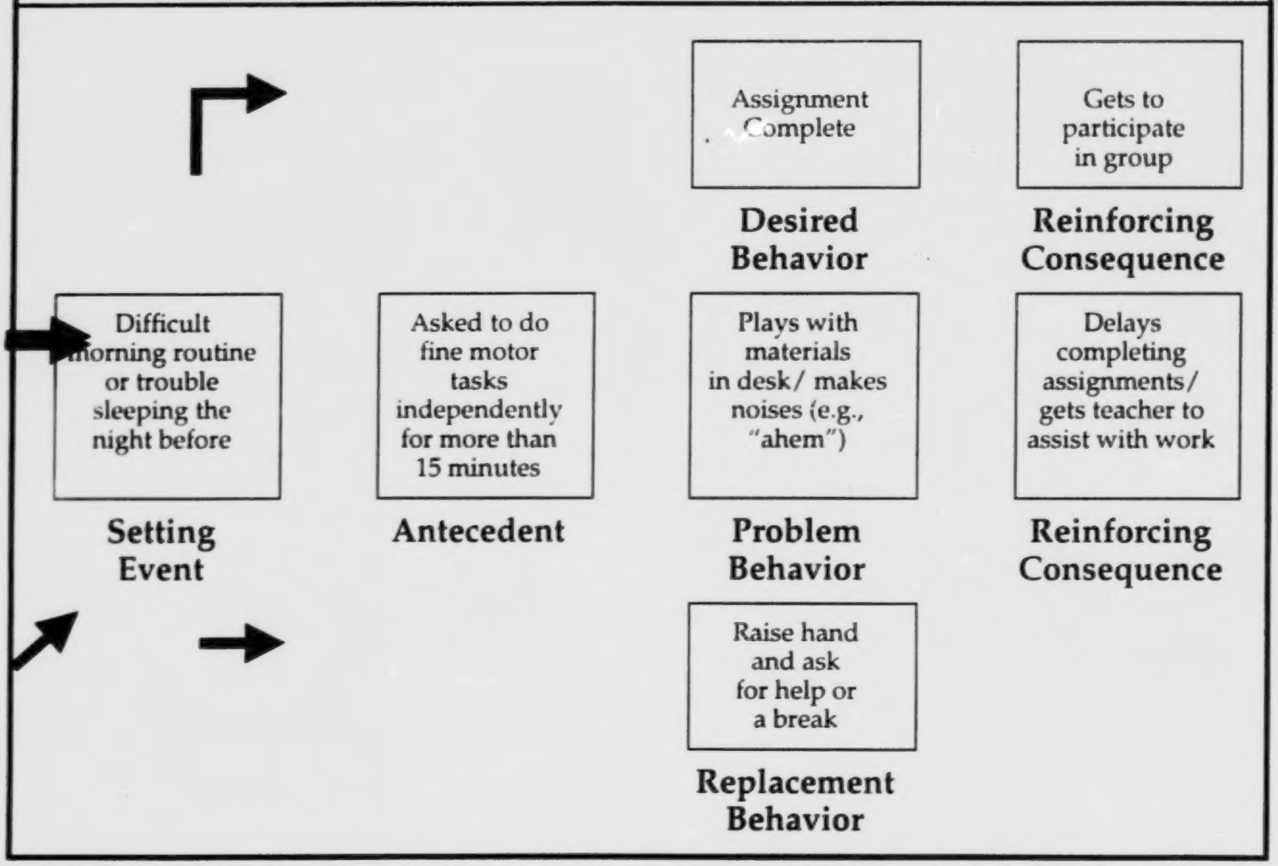
- Observe to identify typically developing children who display empathy for others and who have an interest in the child with disabilities.
- Set up a novel activity that attracts all children.
- Help children to enter activities. Invite peers to join in the activity or model for a child how to invite peers to join in the activity.
- Position children to maximize interaction. Make sure the adult is not interfering with the interaction between the children.

Peer Modeling. Children with disabilities sometimes need some assistance to fully learn and benefit from peer modeling. Adults can encourage children with disabilities to observe and imitate a particular aspect of a peer's behavior then provide positive feedback about the child's attempt to imitate the behavior. (Apolloni, Raver, & Cooke, 1977; Peck, Apolloni, Cooke & Raver, 1978) Adults can structure the activities, environments and themselves to make peer modeling strategies blend with the typical activities of the preschool. Cavallaro and Haney, 1997, suggest that the adults:

- Take advantage of naturally occurring opportunities to assist the child in modeling the other's behaviors.
- Ask a peer to demonstrate how to do the activity or something in the activity.
- Prompt observation of the peers by the child with disabilities. Point out what they are doing or what specific behaviors you want the child to model.

Peer-mediated interventions. Peer-mediated social skills training involves encouraging children to initiate interactions or providing feedback when they interact. This type of activity involves modeling and prompting both the child with disabilities as well as the typically developing child. This combined approach assists all children by getting both groups involved in the interactions in a positive way.

COMPETING BEHAVIOR MODEL



Assignment Complete
Gets to participate in group
Desired Behavior
Reinforcing Consequence
Difficult morning routine or trouble sleeping the night before
Asked to do fine motor tasks independently for more than 15 minutes
Plays with materials in desk/ makes noises (e.g., "ahem")
Delays completing assignments/ gets teacher to assist with work
Setting Event
Antecedent
Problem Behavior
Reinforcing Consequence
Raise hand and ask for help or a break
Replacement Behavior

Florida Dept. of Education (1999). Facilitator's Guide: Positive Behavioral Support. State of Florida: Department of State.

Other critical components of positive behavioral support include:

- **Altering the environment** to avoid "triggers" for or decrease the need for the target behavior. For Jose, this could involve including him in a variety of social interactions throughout the day or allowing him to take the ball to recess so other students would be inclined to participate in games with him.
- **Increasing choice making** to allow students more control over their lives and increase predictability. Jessica could choose the topic for handwriting or choose a peer to sit next to her during the activity.
- **Making curricular modifications** to increase success. Providing Jessica with shorter fine motor tasks could reduce the need for her target behavior, as could modifying materials or activity demands or providing assistance when the activity begins.
- **Appreciating positive behaviors**, although not effective if used as the only behavior intervention strategy, is a critical component of any positive behavioral support plan. Systematic strategies for reinforcing desirable behavior or "catching them being good" allow for giving students feedback about what they are doing right. This helps us avoid the all too common scenario of us only attending to the student when rule violating behavior occurs and inadvertently increasing its occurrence.
- **Monitoring outcomes** to document improvements in quality of life and acquisition of replacement skills, as well as social and communication skills overall, reduction of target behavior, and increases in positive affect and active participation in school routines and activities. Monitoring also provides the needed information to make modifications or adjustments to the support plan.

Positive behavioral support relies on a team process and many of the same instructional and curricular modification strategies described elsewhere in this chapter and is thus fairly easy to implement once the functional assessment process provides the necessary information. Another advantage of positive behavioral support is that it tends to be much more effective and enduring and is a more enjoyable process than other discipline or behavior management models (Dunlap & Fox,1999; Fox, Vaughn, Dunlap, & Bucy, 1997; Kemp & Carr, 1995; Vaughn, Dunlap, Fox, Clarke & Bucy, 1997). In addition, Federal and California law require that positive behavioral supports be used when a serious behavior problem is identified (IDEA '97, California Education Code).

Organizing and Communicating a Students' Program. Every student who qualifies for special education services and supports has an IEP, which, among other things, specifies the objectives the student will work toward accomplishing within a year. The IEP is an important document for assisting educators to design effective and needed supports for students. The IEP, however, does not easily and readily communicate where, when, and with whom IEP objectives might be addressed in the school day and week. The **IEP-General Education Matrix** is tool that has been extremely helpful in making decisions about and communicating in a quick and simple way when and where a student's high priority objectives might be addressed. The matrix is developed collaboratively by the students' IEP team and additional school and community staff who have direct contact with the student throughout the year. A sample matrix, shown in Figure 1, meshes the high priority IEP objectives with classes, daily routines and classroom activities, and transitions, and indicates in which classes or activities priority objectives might formally or incidentally be addressed. Matrices serve several purposes.

1) The matrix is to assist a student's IEP team in choosing when and where learning objectives will be addressed in general education activities.
2) The matrix also may be used to help teams to identify the types of modifications or instructional supports a student might need to be adequately supported. Codes can be developed and entered on the matrix to represent the kind of adaptations that are expected to be needed to ensure student successful in each general education activity.
3) The matrix can be carried around by the students to show whoever interacts with them what they are working on throughout the day. In this way, the matrix supports a student's program by offering a visual representation of when and where high priority learning, employment, health, and self-care learning and support concerns can be addressed. It is an easy communication tool that quickly lets anyone who interacts with the student know the "program at a glance."

ELEMENTARY-AGED STUDENT'S MATRIX								
IEP Objectives	Flag salute lunch count	Language Arts	Recess & Lunch	Math	P. E.	Social Studies	Art	Science
Multiplication facts to 5x tables				X				
Reading with Comprehension		X		X		X	X	X
Use addition & subtraction in word problems				X	X			
Write down homework		X		X		X	X	X

HIGH SCHOOL-AGED STUDENT'S MATRIX								
IEP Objectives	Period1: Lang. Arts	Period 2: Science	Period 3: Soc. Stds.	Period 4: Math	Period 5: P. E.	Period 6: Art	Home-room	Lunch & Nutrition
Read @ 3rd grade level	X	X	X	X	X	X	X	
Write paragraphs using 4 sentences	X	X	X					
Initiate interactions with peers		X			X	X	X	X
Add 2 digit numbers		X		X				
Use pictures to communicate	X	X	X	X	X	X	X	X
Use wheel chair to get to classes	X	X	X	X	X	X	X	X
Use money to make purchases							X	X

Peer collaboration is a term that embodies the concept of students as active learners and participants in all aspects of schooling. It recognizes that students represent a significant resource that is often untapped in schools today. Peer collaboration involves a variety of practices and strategies that utilize students as instructors, advocates and decision-makers (Snell & Janey, 2000, Villa & Thousand, 1996). The benefits of peer involvement in these areas have been well-documented.

1) The use of peer tutor and partner learning systems have been demonstrated to be a cost-effective way for teachers to increase the amount of individualized instructional attention available to their students (Armstrong, Stahlbrand, Conlon, & Pierson, 1979; Villa & Thousand, 1988).
2) Peers as instructors have been noted to be more effective than adults because they tend to use more age-appropriate vocabulary and examples, are more directive than adults, and are more familiar with potential frustrations (Good & Brophy, 1987; Thousand & McNeil, 1990).
3) Effective peer support systems do not occur spontaneously or in isolation. As with any effective strategy, active planning, support, and facilitation are required to maximize this resource.
4) The outcomes of successful peer collaboration can be social as well as academic. Peer collaboration builds relationships between students and results in a more caring "community" of learners.

This section will provide an overview of strategies and approaches that can be utilized to facilitate peer collaboration and promote positive classroom environments.

Positive Classroom Climate. Schools that are concerned about their students' ability to function effectively in a social world explicitly facilitate positive peer interactions and relationships (Falvey, 1995, p. 18). Many educators are in the process of exploring the notion of "community" in schools and have investigated schools where communities are "under construction" (Kohn, 1996; Noddings, 1992; Sapon-Shevin, 1992). Their work emphasizes strategies that acknowledge the need for a positive classroom climate in which students can grow. The first crucial step in developing communities is changing the question we ask from, "How can we make our students do what we want?" to, "What do they need in order to flourish and how can we provide this?" (Kohn, 1996, p. xv). Kohn and Sapon-Shevin provided several guidelines for building classroom community. Highlights of these are presented in Table 1.

TABLE 1: TIPS FOR BUILDING CLASSROOM COMMUNITY*

Ask students questions to stimulate discussion.

- What can be done to help you feel at ease in the class?
- What has been good about your classes in the past? What was an example of a really awful day? How could that day have been different?
- What do you most want to understand about ____?
- How could this assignment be more clear?
- What kinds of ways do you like to learn or feel you learn best?

Hold classroom meetings. "To meet our needs we need to meet" (Kohn, 1996, p. 87). Utilize meetings to obtain student input on how a unit is working, solve problems, homework, and procedural issues such as:

- How can we make sure everyone's homework gets done?
- What do you think about the products that your Math groups are developing for portfolios?
- What would you like to do about picking and sharing classroom jobs?

Ensure you are building cooperation not competition.

- Remove "star charts" or other competitive indicators of how students are doing.
- Use inclusive language – e.g., "our class," "students," and "kids."
- Use literature to teach cooperation.
- Restructure games in cooperative ways.
- Encourage recognition of group/team accomplishments – e.g., class yellow pages, book of things we achieved together that we couldn't do alone.

Use academic instruction.

- Cooperative learning structures.
- Curricular themes such as equity, discrimination.

Foster connectedness among students and between teacher and student.

- Acknowledge personal details of students' lives.
- Share personal information/anecdotes about yourself that demonstrate fallibility/vulnerability.

Adapted from: Kohn, 1996, p. xv, & Sapon-Shevin, 1992

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Ultimately, the outcome of a positive classroom environment is the creation of a sense of belonging for each student. In citing Maslow's hierarchy of needs, Norman Kunc (2000) discusses how important it is for educators to recognize that students need first to *belong* before they can truly *achieve*. Kunc illustrates how many of our schools inverted the needs of "belonging" and "achievement" within Maslow's hierarchy such that students need to achieve first in order to really belong. This reversal of Maslow's basic needs has resulted in a situation where few students, if any, feel they really belong. Fostering a classroom community involves recreating and utilizing systems and strategies that promote a sense of belonging - where all children are valued regardless of abilities and needs and are able to participate and contribute.

Strategies for creating community and a sense of belonging may be implemented class-wide or focused on an individual student. Two class-wide strategies that can be utilized by teachers to promote community in their classroom include ***tribes*** and ***cooperative learning***. ***MAPs*** and ***Circle of Friends*** are examples of two strategies that can be used to enhance an individual student's "connectedness" – and sense of belonging.

Tribes. Tribes (Gibbs, 1996) is a strategy that is designed to create a positive school climate by focusing on the social development of children in relation to the fundamental "basics" of relatedness, respect and responsibility. Tribes is an intentional process that focuses on creating "community" and a positive climate for learning. "Tribes" are made up of five or six students who work together throughout the school year. The teacher leads the students through a sequential series of activities that begin by building trust and support among students and lead to the facilitation of positive group learning experiences that enable students to work together effectively and collaboratively. The belief that underlies this process is that "children who maintain long-term membership in supportive classroom peer groups will improve in self-image and demonstrate more responsible behavior and motivation toward academic achievement" (Grenot-Scheyer, Abernathy, Williamson, Jubala, & Coots, 1995). The use of tribes in the classroom promotes the attainment of social as well as academic goals. They are used to teach students to maintain the learning environment, solve problems, make decisions, respect individual differences, demonstrate cooperative and caring behaviors, and learn specific subject matter as they work in cooperative groups.

STEPS TO IMPLEMENTING TRIBES IN YOUR CLASSROOM

1. Determine when your class is ready for tribes.
2. Introduce your class to the tribes concept.
3. Assign tribe membership to achieve sociometric balance.
4. Use a tribal activity to announce and form tribes.
5. Build tribe inclusion.
6. Lead class activities in tribes.
7. Teach and use "I-Messages."
8. Facilitate the "transfer of responsibility" to small groups.
9. Resolve group issues that commonly occur in small groups.

From: Gibbs, J. (1987). Tribes: A process for social development and cooperative learning. Santa Rosa, CA: Center Source Publications.

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Cooperative Learning. Cooperative learning (Johnson & Johnson, 1989; Putnam, 1993) is an instructional practice that focuses on teaching students to work collaboratively to achieve common goals. In a cooperative group exercise, students are typically divided into heterogeneous groups of three to six students. As the students are taught to work together on an academic task, they are learning positive interdependence, cooperative behaviors, and individual accountability and responsibility. Extensive research on this topic has conclusively shown that students who engage in cooperative learning (versus competitive or individualist) structures not only achieve and perform at a higher level, but they also demonstrate higher level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned from one situation to another (Johnson & Johnson, 1994). In addition to these academic achievements, cooperative learning experiences enhance the social and emotional well-being of the student by promoting positive interpersonal relationships.

HOW TO IMPLEMENT COOPERATIVE GROUPS

1. Identify academic and social objectives.
2. Determine group size, membership, and duration of group affiliation.
3. Arrange the learning environment to facilitate interaction and minimize distractions.
4. Establish positive interdependence.
5. Explain the criteria for academic and social success
6. Monitor student performance
7. Provide closure to lessons.
8. Evaluate the product and progress of group work.

From: Udvari-Solner, A. (1994). A decision-making model for curricular adaptations in cooperative groups. In J.S. Thousand, R.A. Villa & A.I. Nevin (Eds.), *Creativity and Cooperative Learning: A practical guide to empowering students and teachers*. Baltimore: Brookes.

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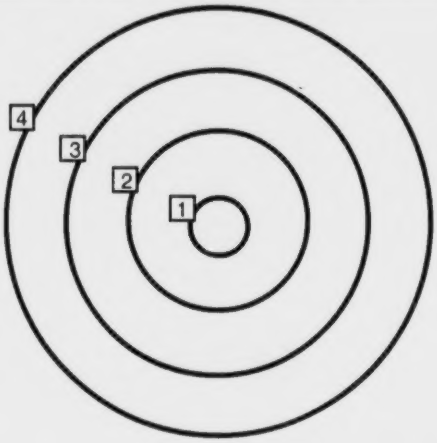
Circle of Friends. A circle of friends (Forest & Lusthaus, 1989; Pearpoint, Forest & O'Brien, 1996) is process that is designed to bring peers together to enlist their involvement in creating a network of support and friendship for a particular student. Often, the peers are asked to consider their own circle of friends and family and then reflect upon the circles of other students in their class or within the group of students that has been brought together. The purpose of this exercise is to provide a current picture of who is present in a person's life. Frequently, the student selected for this process is in some way marginalized or isolated and does not have much in the way of a network of supportive family and/or friends. This process highlights the voids in a student's life and provides clarity as to what circles need to be "filled" and who can be involved in helping to create a network of support for the student.

The circle of friends exercise has students complete a sociometric picture of the people present in their life. This picture of a student's life is represented by four concentric circles, with the student themselves "positioned" in the very center of the circles. Each of the four surrounding circles represents the nature, or closeness, of the relationship to the focus student. For example, the first circle, closest to the center is call the circle of intimacy, the second circle is the circle of friendship, the third circle is the circle of participation, and the fourth and final circle is the circle of exchange (see Figure 1).

FIGURE 1. CIRCLE OF FRIENDS



After placing themselves at the center, students are asked to "fill in" their circles starting with circle one (intimacy) and moving out, lastly completing circle four (exchange). The circles are to be completed according to the following criteria:

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1. **Circle of INTIMACY:** Around the first circle, list the names of family/friends who are the closest to you. That is, people who will always be there for you and whom you love. *For example: mother, father, grandmother(s), brother, sister, uncle, spouse, and/or significant others.*
2. **Circle of FRIENDSHIP:** Around the second circle, write the names of best friends and relatives - people that you spend a lot of time with and/or really care about. *For example: best friends, aunt, cousin, grandfather, family friends, neighbor, in-laws, roommate, or others.*
3. **Circle of PARTICIPATION:** Around the third circle, write the names of people that you see frequently as a result of your participation in an organization, network, club, work, recreation, school or other activity or "setting" with whom you are friendly and spend time together. *For example: friends/teammates on sports teams, friends/members of your church or scout troop, classmates you spend time with at school, people with whom you take dance, music or karate lessons, people you work out with at the gym, co-workers, classmates, neighbors, or others.*
4. **Circle of EXCHANGE:** Around the fourth circle, list the names of people who are paid to be with you or who you pay to provide services to you. *For example: teachers, coaches, music or dance instructor, babysitter, doctor, dentist, guidance counselor, minister/priest, employer, supervisor/manager, psychologist, social worker, or others.*

The Circle of Friends process is used as a tool to:

- help students understand how relationships and friendships develop (i.e., from the "outside – in")
- recognize the value of relationships and the impact on students who are not connected
- provide a focus to bring students together to create a circle of support around a classmate who needs one.

The circle of support meets on a regular basis to brainstorm and create ways for getting the focus student involved in activities, organizations, clubs, classes and other settings to create opportunities to meet people and be connected. Often the circle members find ways to spend more time with the student in activities of mutual interest, and/or serve as a "bridge" in new activities to be introduced to and meet others.

MAPs. MAPs, which stands for "Making Action Plans," is a tool that involves bringing people together to assist an individual in planning for his or her future. (See an additional description of the MAPs process in the Assessment Section, p. ___). MAPs is a process that includes the student and significant others in the student's life (Forest & Lusthaus, 1989; Falvey, Forest, Pearpoint & Rosenberg, 1994; Pearpoint, Forest & O'Brien, 1996). Ideally, it involves the person's family and friends, as well as those who are responsible to the person (i.e., teachers, paraprofessional, speech therapist, etc.). This gathering of the individual and significant others should occur in a friendly and supportive environment. The purpose of the MAPs meeting is to create an inclusive future for the student. This is accomplished as the group addresses eight key questions that lead to the development of a plan of action. The eight essential questions in the MAPs process are:

1) What is a MAP?
2) What is the story (i.e., the person's "history")?
3) What is the dream?
4) What is the nightmare?
5) Who is _______ (the student)?
6) What are _________'s strengths and unique gifts?
7) What are _________'s needs?
8) ?

The Plan of Action. It is recommended that the meeting be facilitated by two people: a process facilitator and a recorder. The facilitator is responsible for introductions, explaining the process and facilitating the actual meeting. The recorder is responsible for documenting the process for the group, preferably on large paper, and using graphics along with the words to ensure that all participants understand and have access to the information being recorded. The MAPs process establishes a tone of cooperation and collaboration. Ultimately, it changes the way that information about a student is shared and allows participants to "view" the student as a whole person – as a member of her/his family, school community, and neighborhood community. The outcome of this process is a plan of action that addresses how the student can be successfully included in their school and community.

Students can support one another in a myriad of ways. Peers supporting peers describes the various strategies or supports that can be established to facilitate students assisting other students for academic or nonacademic purposes. This can occur with students of the same or different ages and within or outside of the same classroom. Some examples of these types of strategies include: ***service learning, peer tutoring, peer buddies, and peer advocates.***

Service Learning. Service learning has gained increased attention as a way for students to not only apply skills they have learned in school, but to also learn and practice important social skills as they make a contribution to their school and/or community. Service learning also provides a wonderful opportunity for students to work together to achieve a common goal or complete a useful task. **Service learning** "is an activity-based, cooperative strategy that combines hands-on service and learning in cross-curricular thematic units [and] ... provides opportunities for students to practice and refine skills while meeting the real needs of a community" (Perkins & Miller, 1994). Service learning typically consists of four interrelated components: learning (preparation), service, reflection, and celebration (Fertman, 1994). Many schools are establishing service learning clubs after school to enhance the community service requirement or activities that may be an existing part of the school's curriculum. Some service learning clubs have been established to promote the completion of important community service work as a collaborative activity between students who may have different experiences or backgrounds. One program, entitled "Project SUCCESS" **(citation needed)** promotes collaboration between students with and without disabilities. The focus of the curriculum for this service learning club is on building relationships and friendships between students with and without disabilities as they collaboratively engage in community service activities.

Service learning can also encompass services performed at school as well as in the community. In this situation, students may be "recruited" to serve as a peer tutor, peer buddy, or peer advocate and receive service learning credit – either as a grade or in hours of service performed. Students may serve in one of these roles in their own school, or (for secondary students) may have the option of providing this service at another, neighboring school. For example, a high school student may go over to the neighboring middle school to serve as a peer tutor to a student during an activity/class at the end of the day (if different starting and ending times for the two schools) or as a peer tutor or buddy during an after-school program.

Peer Tutors. Peer tutoring is one of the most extensively researched topics in education. **Peer tutoring** is one form of peer-mediated instruction that refers to "an alternative teaching arrangement in which students serve as instructional agents (e.g., tutors, models, encouragers) for their classmates and/or other students" (Harper, Maheady, & Mallette, 1994, p. 229). This strategy has demonstrated extremely positive outcomes for the students serving as tutors as well as the students being tutored. Peer tutoring systems or programs can be implemented in a variety of ways such as:

- whole class (i.e., a class of older students tutor a class of younger students; all students within a class are paired up and over the course of the school day or semester, have the opportunity to serve as tutor and tutee)
- small groups of students receive tutoring support from other students within the class or from a different class (same-age or older)
- individual students receive tutoring support from students from within the class or from a different class (same-age or older)

While extremely effective, peer tutor systems require much thought, organization, and planning prior to implementation. The necessary components of a peer tutor system include:

1) identification of student participants,
2) recruitment of peer tutors,
3) training, supervision,
4) evaluation, and
5) reinforcement (Villa & Thousand, 1996)

It is imperative that each student participant benefits from the experience and that the expected benefits are clearly identified and monitored. Whatever the type of peer tutor system utilized, be sure to allow for reciprocity so that all students are seen as both contributing and benefiting as they experience a variety of roles.

Peer Buddies. This term is used most often used to describe supports that are more social in nature (add citation). A peer buddy has been defined as "a student of the same age who agrees to cultivate a friendship with another student for the purpose of acclimating him or her to the school, assisting him or her to or from classes, and introducing him or her to other friends" (need citation, p. 406) This strategy may be used to introduce and acclimate a new student to the class and/or may be used to support a student during nonacademic times. Some students may require additional support during lunch, recess, nutrition break, between classes and other times during the day – and preferably by a peer as opposed to an adult. At the elementary level, some teachers have formed a "snack pack" or a "lunch bunch" of students interested in spending time with and supporting a classmate with disabilities during these times. The "lunch bunch" might meet as a group once a week (or every other week) and individual members are each assigned days where they are the primary "buddy." The lunch bunch (as an example) may also function as a circle of friends for the student. As another example, at one middle school, the Circle of Friends group that was formed around a student with disabilities called themselves the Friends Club. The members of the Friends Club shared responsibility for supporting and hanging out with their classmate with disabilities during lunch, between classes, and after school.

Peers as Advocates. As peers are increasingly involved in the planning processes and support strategies described in this section, they are learning important lessons about advocacy. **Peer advocates** are students acting as advocates for their peers by participating in transition teams, planning teams and peer support networks (Villa & Thousand, 1996). Many schools are including students on their own IEP planning teams (now encouraged in the 1997 reauthorization of IDEA) and are inviting them to include peers as their educational advocates (Bishop & Jubala, 1994; Villa & Thousand, 1996). Consequently, as an extension of their involvement in the MAPs and Circle of Friends activities, many peers are attending IEP, ITP, and other planning (or even discipline-oriented) meetings to advocate for their friends/classmates with disabilities. Peers can be involved in planning for transition and/or articulation to a new school and have been involved in conducting presentations to faculty and students at the new school. At a high school, the school's Associated Student Body (ASB) has taken a leadership role to support inclusion of students with disabilities by educating themselves and their school community about the rights and needs of all students to participate fully in all aspects of school life. In the context of their school's campaign to "Start the Unity," the student leaders demonstrated their commitment to inclusive education by initially participating in a student leadership forum on inclusion. Embracing the values of inclusion, they subsequently led presentations on inclusion in freshmen classes, hosted a Districtwide student conference on inclusion with Norman Kunc (international writer, speaker & disability rights activist), and piloted an inclusive service-learning project. When a student with significant support needs was elected to hold an ASB office, his ASB peers experienced the issues of disability, access, support and friendship firsthand, further deepening their understanding and support for inclusion at their school.

As evidenced in the examples and strategies discussed, peers are an incredible and invaluable resource in schools today. It is important to remember that the ideas and strategies discussed are not a recipe or a list of things to do. These are suggestions from classrooms and schools that are working toward building and maintaining community and maximizing their student resources. The activities your classroom and/or school engage in will be personalized to fit their needs, and we encourage you to select tools or materials from the Resource section to assist you in your work!

Collaborative teaming is at the heart of effective inclusive education. Everyone benefits from a culture of working together to design and implement educational programs for students with and without disabilities. Much has been written about the importance of collaboration. In addition, numerous texts are available delineating effective collaborative practices (Friend & Cook, 1996; Idol, Nevin, & Paolucci-Whitcomb, 1999).

Collaboration is people working together in a reciprocal manner for common goals. It is an interactive process of individuals with varied life perspectives and experiences willingly working together to share resources and responsibilities in creating effective inclusive settings. Creating a collaborative culture within schools involves the following factors.

- Group members agree to view each other and their students as possessing unique and necessary expertise.
- Frequent face-to-face interactions occur among members allowing for a positive synergy to build.
- Leadership responsibilities are distributed among members and the group holds its members accountable for their specific commitments.
- Reciprocity and interdependence are practiced, avoiding fragmentation.
- Members agree to increase their tasks or achievements through consensus building.

Strategies for Creating Collaborative Culture

Co-Teaching. Co-teaching is the process where two or more teachers work together in the planning and teaching process. Although initialing challenging, co-planning and co-teaching becomes easier with experience. Differences in partners in expertise and experience can contribute to the strength of the co-teaching experience. Co-teaching offers teachers opportunities to use a variety of teaching strategies. Special and general educators have successfully implemented a variety of structures to facilitate the inclusion of students with disabilities within general education. Five basic format variations exist:

- interactive team teaching, one teaching, one supporting
- station teaching
- parallel teaching
- alternative teaching
- team teaching

These co-teaching format variations are presented in Table 1.

TABLE 1: CO-TEACHING FORMATS AND CHARACTERISTICS[1]	
Co-Teaching Format	**Characteristics of Co-Teaching Format**
Interactive team teaching	This format involves both teachers co-planning and co-teaching the students., It requires that the members of the collaborative partnership have developed reciprocal and respectful relationships. In addition, collaborative partners who have complementary strengths can benefit from this format.
One teaching and one supporting	This format of involves the lead teacher who designs and delivers the lesson, while the supporter provides assistance where needed. The lead teacher and the supporter should alternate their roles, so that they both assume the lead and supporter roles.
Station teaching	This format occurs when the partners divide the instructional responsibilities by rotating students through stations they have co-planned. These stations can be teacher-led or independent workstations where new instruction, review, and/or practice are provided.
Parallel teaching	This format takes place when teachers co-design instruction, but deliver it separately to two mixed-ability grouped students. The same material is presented in each group..
Alternative or complementary teaching	This format occurs when one partner teaches an enrichment lesson or re-teaches a concept of the benefits of a small group, while the other partner teaches and/or monitors the remaining members of the class.

Creative Problem Solving. When collaborative partners are engaged in planning, they often are faced with the need to create opportunities and solutions to the challenges associated with the implementation of inclusive education. Creative problem solving is one proven method that collaborative teams have used to facilitate working together to implement inclusive education (Giangreco, Cloninger, Dennis, & Edelman, 2000). Creative problem solving involves six stages of acting to create solutions rather than waiting for the perfect solution to be provided by others. The six stages of creative problem solving are:

- Visioning or Objective-Finding
- Fact-Finding
- Problem-Finding
- Idea-Finding
- Solution-Finding
- Acceptance-Finding.

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All six stages of the creative problem solving process are presented in Table 2.

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[1] Adapted from Walther-Thomas, Korinek, McLaughlin, & Williams (2000)

TABLE 2: CREATIVE PROBLEM-SOLVING STAGES[2]

Stages	Descriptions of the Stage
Visioning or Objective-Finding	The team brainstorms issues about the challenge identified.
Fact-Finding	Related to the challenge identified, the team brainstorms the who, what, where, when, why and how facts about the challenge.
Problem-Finding	The team answers the following question: "In what ways might I/we ...?"
Idea-Finding	The team brainstorms ideas for finding possible solutions to the challenge.
Solution-Finding	The team develops a criteria for evaluating possible ideas generated in the previous stage.
Acceptance-Finding	The team refines the solutions to make them workable and develop an action plan for solving the challenge.

Collaborative Teaming. There are no recipes for success in collaborative efforts, but proactive steps can be taken to facilitate the process and avoid common pitfalls. A group's success depends on multiple factors, including the team's purpose(s), the nature of the collaborative process, and contextual elements that are specific to the situations. By understanding the dynamic nature of these factors and making a commitment to a collaborative ethic, team members will make valuable contributions to inclusive education for students with disabilities. The collaborative ethic involves joint responsibility for problems, joint accountability for and recognition of problem resolution, a belief that pooling talents and resources is mutually advantageous, and a belief that teacher or student problem solving merits an investment of resources such as time and energy.

Meetings are established work sessions, a time for thinking together, making decisions regarding how to implement the next goal or objective, and problem solving together as challenges arise. In a collaborative team that is just beginning or is not functioning well, meetings can be frustrating or even uncomfortable. When collaborative teams are functioning well, the experience can be exhilarating and productive. Table 3 describes variables that have been found to enhance the effectiveness of meetings.

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[2] Adapted from Giangreco, Cloninger, Dennis, & Edelman (2000)

TABLE 3: CHARACTERISTICS OF EFFECTIVE TEAM MEETINGS[3]	
Variables	**Descriptions of Variables of Effective Team Meetings**
Frequency	Teams need to establish regularly scheduled times to meet and often enough to establish a rapport.
Physical Environment	Meetings should be held in an environment that is pleasant and conducive to thinking and learning together.
Guidelines for Meetings	The team should establish a set of rules and procedures for meetings to facilitate the effective use of time (e.g., a rule about being on time for meeting; procedures for reporting necessary absences; a format for giving input for future meeting agendas; steps for recording action minutes that document all decisions made or actions taken at the meeting; rules for individual participation in discussion; and methods to use for reaching consensus during decision making.
Core Roles	In effective team collaboration, shared or distributed leadership is evident, The team needs to assign a facilitator, recorder, and encourager.
Agenda Building	Team members need a means for ensuring that their concerns and issues will be addressed in collaborative team meetings. To ensure this, developing an agenda ahead of time that is reflective of all team members input is essential.
Action Minutes	The team needs to document the ideas and plans generated during the team meetings. Action minutes list the team members in attendance, agenda topics, actin plan and person(s) responsible, time frame for the plan, and a tentative agenda for the next meeting.
Action Plan	The team needs to develop a document that specifies the working plan of action, with actions or tasks, person(s) responsible, and tentative or actual time frames for each action or task.

There are numerous strategies for creating the time and opportunity to participate in collaborative teaming. Even the most enthusiastic educators regress to business as usual if the use of time is not re-defined within the school and if resources are not strategically focused on supporting their endeavors. Table 5 provides some concrete examples of how to allocate the time and personnel for collaborative teaming.

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[3] Adapted from Givner & Haager (1995)

TABLE 5: STRATEGIES FOR EXPANDING TIME FOR COLLABORATIVE PLANNING, TEACHING, & REFLECTION[4]

☑ Ask staff to identify with whom and when they need to collaborate and re-design the master schedule to accommodate these needs.

☑ Hire "permanent substitutes" to rotate through classrooms to periodically "free up" teachers to attend meetings during the day rather than before or after school.

☑ Institute a community service component to the curriculum; when students are in the community, some of the staff meets.

☑ Schedule "specials" (e.g., art, music) clubs, and tutorials during the same time blocks (e.g., first and second periods) so that teachers have one or two hours per day to plan and collaborate.

☑ Engage parents and community members to plan and conduct half-day or full-day exploratory, craft, hobby (e.g., gourmet cooking, puppetry, photography), theater, or other experiential programs.

☑ Partner with colleges and universities; have their faculty teach in the school or offer televised lessons, demonstrations, and on-campus experiences to free up school personnel.

☑ Re-arrange the school day to include 50- to 60- minute blocks of time before or after school for collaborative meeting and planning.

☑ Lengthen the school day for students by 15 – 30 minutes per day. The cumulative "extra" student contact hours each month allow for periodic early dismissal of student and time for teachers to meet.

☑ Earmark some staff development days for collaborative meetings.

☑ Use faculty meeting time for small group meetings to solve problems related to uses of immediate and long-range importance.

☑ Build into the school schedule at least on "collaborative day" per marking period or month.

☑ Lengthen the school year for staff but not for students, or shorten the school year for students, but not for staff.

☑ Go to year-round schooling with three week breaks every quarter; devote four or five of the three week intercession days to teacher collaboration.

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[4] Adapted from Knoster, Villa, & Thousand (2000)

Changing Roles. In the design and implementation of inclusive education, roles of general education teachers, special education teachers, and paraprofessionals change. Table 6 provides a description of the roles and responsibilities of general and special education teachers as well as paraprofessionals.

TABLE 6: ROLES AND RESPONSIBILITIES[5]

General Educators	Special Educators	Paraprofessionals
Serve as each students' primary teacher. Collaborate to develop and use modifications and actively participate in the IEP process. Active participant in the IEP process. Assist in providing training, guidance & supervision to the paraprofessional. Facilitate positive social relationships among students.	Serve as primary "case manager." Serve as primary liaison with parents. Establish, organize & facilitate planning meetings, IEP meetings, & multi-disciplinary meetings. Review lesson plans with general educators & jointly design adaptations. Assist in providing training, guidance, & supervision to paraprofessionals. Team teach with general education teacher. Provide individual or small groups instruction within the general education classroom. Facilitate all students understanding of inclusion.	Work under the guidance, training, & supervision of the general & special educator. Facilitate positive relationships among students. Support the students to learn and participate. Assist in the development of curricular adaptations and materials. Provide instruction as directed by the general education teacher. Provide personal care or physical management support as needed. Document student performance and progress. Maintain effective and open communication with the students' families. Maintain student confidentiality.

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[5] Taken from Twedt-Hull (????)

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CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT
and
CONTINUOUS IMPROVEMENT ACTIVITIES
District Level

Contact Person: ____________________ **Date Completed:** __________________

Telephone Number: _______________ **Fax Number:** _______________ **Email Address :** _____________________

IMPROVEMENT TEAM:

Name	**Role**	**Name**	**Role**
Name	**Role**	**Name**	**Role**
Name	**Role**	**Name**	**Role**
Name	**Role**	**Name**	**Role**

Instructions:

1. Utilize an existing district-level school improvement team or establish a separate team to focus on establishing and carrying out district-wide policies, practices, and initiatives that are consistent with and support the LRE requirements of federal and state law as well as effective research- and practice-based LRE strategies. This district-level improvement team may include district general and special education administrators, SELPA or County Office representatives, nonpublic school representatives, elementary, middle school/junior high, and high school principals, special and general education teachers, DIS representatives, a union representative, an educational assistant representative, other agency personnel, and general and special education parents.

2. Using data (e.g., CASEMIS and other) and your Improvement Team's knowledge of programs, services, and initiatives supported by the district, please complete the following Self-Assessment Protocol. Rate each LRE indicator according to the following rating scale:

   5 = All of the Time
   4 = Most of the Time
   3 = Some of the Time
   2 = Rarely
   1 = Never

3. Any LRE feature rated 1, 2, or 3 requires improvement strategies to be developed. Column 3 can be used to provide information to support the rating. Column 4 can be used for documenting improvement activities that will be included as a supplement to another district school improvement plan or a separate District LRE Improvement Plan.

Feedback Regarding the Use of the School LRE Self-Assessment Protocol

Strengths of the Tool:

Areas of Needed Change:

Return this Sheet to:

Dr. Alice D. Parker
Assistant Superintendent for Special Education
Special Education Division
California Department of Education
515 L Street, Room 270
Sacramento, California 95814

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
Vision. expectations, leadership, and climate			
I. The district has a vision that values and celebrates student diversity.			
1.1. There is evidence of guiding principles which encourage and support:			
1.1.1 All students educated together.	1 2 3 4 5		
1.1.2 High standards and expectations for all students	1 2 3 4 5		
1.1.3 Access to the general education curriculum for all students.	1 2 3 4 5		
1.1.4 Participation of all students in district and State assessments with or without accommodations or through an alternate assessment as determined appropriate by the IEP team.	1 2 3 4 5		
1.1.5 Input from diverse groups of educators, parents, and the community.	1 2 3 4 5		
1.2 District staff communicate and demonstrate a philosophy that all students' abilities vs. disabilities are emphasized.	1 2 3 4 5		
2. Leadership is supportive of the LRE, and district initiatives and activities reflect the LRE.			
2.1 District staff are committed to the implementation of LRE programs and supports for students.	1 2 3 4 5		
2.2 The district special education office monitors implementation of LRE throughout the district on an ongoing basis, including access to the general education curriculum and access to extra-curricular activities for all school-age students, and developmentally-appropriate	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
activities for preschool children.			
2.3 Personnel within the district and schools are held accountable for implementing LRE.	1 2 3 4 5		
2.4 District staff direct resources to the training of district and school staff regarding LRE requirements and appropriate opportunities and assessments.	1 2 3 4 5		
3. The district fosters a climate of collaboration at the district and school level between special and general education in order to promote school climate and culture in which there is a sense of community, where everyone belongs, is accepted, and is supported by peers and other members of the school community.			
3.1 General and special education staff at the district level work collaboratively to plan and implement initiatives, activities, and supports to schools that consistently communicate high expectations.	1 2 3 4 5		
3.2 The district monitors procedures and activities within the schools that foster and encourage social relationships between and among all preschool and school-age students.	1 2 3 4 5		
3.3 The district is characterized by a climate or culture in which there is a sense of community where everyone belongs, is accepted and supported by peers and other members of the school community.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
Policies and procedures that promote LRE ***4. District LRE policies and procedures reflect requirements of State and Federal law.*** 4.1 There is a current Board of Education LRE policy consistent with legal requirements that stipulates the following:			
4.1.1 All students should be educated in their neighborhood school (or option school) with modifications to the curriculum and/or accommodations, as appropriate.	1 2 3 4 5		
4.1.2 Students attend the school they would attend if not disabled unless determined otherwise by the IEP team, including consideration for school attendance for other reasons (e.g., desegregation, magnet schools, schools of choice, charters, state schools, county programs, nonpublic school/agency programs, and typical schools).	1 2 3 4 5		
4.1.3 Students start and end the school day as well as recess and other activities at the same time as others in their school.	1 2 3 4 5		
4.1.4 All students have access to co-curricular and extracurricular activities.	1 2 3 4 5		
4.2 The district has short and long-range plans for full implementation of LRE requirements, programs, and supports.	1 2 3 4 5		
4.3 District policies and procedures regarding LRE,			

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
including transportation, are periodically reviewed with input from parents and staff.	1 2 3 4 5		
4.4 District committees include input from parents and parent groups representing special and general education children.	1 2 3 4 5		
4.5 The schools within the district are physically accessible and welcoming to all students.	1 2 3 4 5		
4.6 Personnel at the district level are held accountable for providing support to the schools and families for implementation of LRE, as determined within student IEPs.	1 2 3 4 5		
4.7 The district demonstrates ongoing responsibility and accountability for all students regardless of location of services or service provider (e.g., magnet schools, schools of choice, charters, county, state schools, nonpublic school/agency, and typical schools).	1 2 3 4 5		
5. There are fiscal, organizational, and human supports provided for implementation of LRE.			
5.1 The district provides fiscal, human, and organizational resources for school site implementation of LRE (e.g., collaboration, planning time, IEP planning time, available substitutes, supports for participation at the IEP meeting for all required participants).	1 2 3 4 5		
5.2 Textbooks, instructional materials, and technology used throughout the district are available to all students.	1 2 3 4 5		
5.3 All curricular and extracurricular activities and opportunities throughout the district are available to all students.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
5.4 Trained personnel are provided to implement LRE (teachers, related service staff, and paraprofessionals).	1 2 3 4 5		
5.5 The district disseminates LRE materials, using a variety of measures such as electronic and other measures.	1 2 3 4 5		
5.6 District-sponsored standards and curriculum/ instruction/professional development activities are designed to infuse all student ability levels within the content presented.	1 2 3 4 5		
5.7 The district increases qualified staff through strategies such as formal and informal partnerships with area universities' teacher, paraprofessional, and clinical training programs in order to support current programs, through use of master teachers and internships.	1 2 3 4 5		
5.8 The district increases the knowledge base of its staff through strategies such as staff development and university partnerships for research and demonstration efforts (e.g., to enhance or add to the knowledge base regarding current best practices).	1 2 3 4 5		
5.9 The district offers access to exemplary leadership school sites that are utilized for ongoing professional development in LRE and that are coordinated with other schools that have received recognition.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
6. Services for students are provided in schools they would attend if not disabled.			
6.1 IEP determinations begin with consideration of how to appropriately support each student in the general education classroom/program.	1 2 3 4 5		
6.2 Families are informed that general education is the first consideration by the IEP team.	1 2 3 4 5		
6.3 The number of students with disabilities at any one school is within natural proportions.	1 2 3 4 5		
6.4 LRE placement patterns are regularly monitored by district staff to insure that decisions are being made based on the needs of the students.	1 2 3 4 5		
6.5 Transitions are facilitated through the IEP when students are moving from school to school, grade level to grade level, and from the school to out-of-district.	1 2 3 4 5		
6.6 Provisions in the IEP include the student's participation in school activities, if appropriate, during transition periods.	1 2 3 4 5		
An array of services and program and classroom strategies to facilitate the implementation of LRE for students with disabilities			
7.1 There are effective school strategies in the general education including early prevention/student support practices and	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
coaching that promote successful learning.			
7.2 The district provides support to the schools in the implementation of effective classroom instruction in general education, including early prevention, as the first premise on which to build successful services in the LRE.	1 2 3 4 5		
7.3 Developmentally-appropriate activities are provided for preschool children with disabilities.	1 2 3 4 5		
8. Research- and practice-based services and strategies are provided to meet students' unique needs to access the general curriculum.			
8.1 The district provides information to the schools regarding research-based best practices to inform the school staff about the services and strategies that support implementation of the LRE.	1 2 3 4 5		
8.2 The district provides the necessary administrative support for the provision of services and strategies for any service written into the IEP.	1 2 3 4 5		
9. There are program organizational structures at the district that facilitate LRE.			
9.1 The district provides administrative support for LRE including planning time across general and special education staff, including preschool personnel	1 2 3 4 5		
9.2 The district supports schools to utilize creative	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
and innovative strategies to meet the LRE needs of students.			
10. There are classroom organizational structures at the district and school level that facilitate LRE.			
10.1 The district supports schools by providing appropriate space, materials, and supplies to educate school-age students with disabilities in order to provide access to the core curriculum and developmentally appropriate activities for preschool children.	1 2 3 4 5		
10.2 Effective classroom/program instruction in general education, including early prevention, is supported by the district as the first premise on which to build successful services in the LRE..	1 2 3 4 5		
11. There is adequate access to assistive and instructional technology in order to support students in the LRE.			
11.1 The district has developed and is effectively implementing a plan for the provision of necessary assistive and instructional technology to students and teachers, including an annual evaluation of the implementation of the plan.	1 2 3 4 5		
11.2 The district facilitates effective use of technology for students.	1 2 3 4 5		
11.3 Training is provided in the use of assistive technology.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
12. The district ensures access to school and classroom modifications, adaptations and accommodations, as well as developmentally-appropriate activities for preschool children.			
12.1 The district IEP forms reflect the inclusion of necessary instructional and curriculum modifications, adaptations, and accommodations, as well as developmentally-appropriate activities for preschool children.	1 2 3 4 5		
12.2 The district provides ongoing support and assistance to school staff regarding the implementation of classroom modifications, adaptations, and accommodations for school-age students, as well as developmentally-appropriate activities for preschool children.	1 2 3 4 5		
12.3 The district monitors IEPs for the identification and provision of supplementary aids and services (e.g., curriculum modifications, behavioral interventions, and assistive technology).	1 2 3 4 5		
13. The district ensures access to physical modifications and accommodations to support students in the LRE.			
13.1 The district carries out a periodic assessment of the physical accessibility of the schools (including playgrounds, classrooms, halls, cafeterias, and gyms) to ensure that all schools are physically accessible and welcoming to all students.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
13.2 The district has a short and long-range plan for improving physical accessibility, modifications, and accommodations for all students, which is revised, as needed.	1 2 3 4 5		
District accountability systems that reflect high expectations for all students			
14. Assessment facilitates LRE (e.g., qualified staff, strength-based vs. deficit-based strategies, documentation of progress within the general curriculum, and culturally appropriate assessment).			
14.1 The district ensures that assessment practices facilitate the implementation of LRE as identified in IDEA through:	1 2 3 4 5		
14.1.1 Hiring and maintaining qualified staff	1 2 3 4 5		
14.1.2 The effective use of functional, strengths-based assessments which integrate information from the family and the entire transdisciplinary team	1 2 3 4 5		
14.1.3 The effective use of ongoing documentation of progress within the general curriculum	1 2 3 4 5		
14.1.4 Assessment procedures that include information related to enabling the child to be involved in and progress within the general curriculum (or for a preschool child to participate in developmentally-	1 2 3 4 5 1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
appropriate preschool activities).			
14.2 Assessment and IEP development practices value and include information provided by the parents.	1 2 3 4 5		
14.3 The district uses culturally and linguistically appropriate assessments.	1 2 3 4 5		
14.4 The district staff (psychologists and special education teachers) effectively use:	1 2 3 4 5		
14.4.1 Functional behavior assessment for the purpose of developing positive behavioral support plans	1 2 3 4 5		
14.4.2 Data-based student progress monitoring	1 2 3 4 5		
14.4.3 Alternate assessment methods such as portfolios, interviews and other qualitative methods of evaluation	1 2 3 4 5		
14.5 The district maintains ongoing responsibility and accountability for all students. This is a mutual responsibility with other service providers (e.g., including county, state schools, and nonpublic school/agency).	1 2 3 4 5		
15. Students are included within state and district assessments and other forms of accountability that assess what the student is being taught and that measure ongoing student progress toward identified educational goals.			
15.1 District staff oversee the inclusion of students with disabilities in district and state assessments, including accommodations and	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
alternate assessments, including:			
15.1.1 Staff training	1 2 3 4 5		
15.1.2 Ongoing monitoring of the types of assessments provided, types of accommodations, and the numbers and kinds of students receiving an alternate assessment	1 2 3 4 5		
15.2 The district monitors suspension, retention, attendance rates, graduation rates, and dropout rates for all students.	1 2 3 4 5		
15.3 The district ensures that training and support are provided to the schools regarding allowable accommodations to district and state assessments for students with disabilities, as well as support for alternate assessments, as determined appropriate by the IEP team.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
Teachers, parents, and students working together for better student results			
16. There is coordination and cooperation with personnel working together and supporting each other (e.g., through team teaching, co-teaching, teacher and student assistance teams, and other collaborative arrangements).			
16.1 Special and general education administrators and other staff at the district level work together to support collaboration and coordination between special and general education teachers and other staff within the schools (e.g., joint staff development and initiatives).	1 2 3 4 5		
16.2 Sufficient time is provided on a regular basis throughout the year for personnel to talk and work together regarding student needs.	1 2 3 4 5		
17. Parents are embraced as equal partners and fully involved in their child's educational program.			
17.1 The district encourages and implements outreach efforts for all parents to facilitate effective service delivery including LRE supports for their children. Parental input regarding effective adaptations and accommodations are solicited.	1 2 3 4 5		
17.2 District-wide, parents are included in all	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
components of the IEP process.			
17.3 The district provides ongoing support to schools in their implementation of strategies for fully involving parents and embracing them as equal partners in the educational process for their child.	1 2 3 4 5		
17.4 The district provides ongoing training, information and support for parents that considers and is respectful of cultural and language diversity.	1 2 3 4 5		
18. Students are involved in their IEP/LRE discussions.			
18.1 The district provides ongoing support to schools in their implementation of strategies for effectively involving students in the educational process, including their IEP meetings.	1 2 3 4 5		
Sufficient numbers of qualified staff			
19. Ongoing training readily available for IEP teams.			
19.1 District staff have received information and training regarding LRE legal requirements and best practices.	1 2 3 4 5		
19.2 Staff development is provided for school principals and other administrators throughout the district related to LRE legal requirements and effective practices.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
19.3 The district provides ongoing staff development activities for special and general education teachers, preschool personnel, DIS personnel, and other agency partners regarding LRE legal requirements and effective practices, including ways to make the general curriculum accessible for all students and to implement developmentally-appropriate activities for preschool children.	1 2 3 4 5		
19.4 The district provides support, training, and ongoing assistance to schools in the implementation of strategies that provide positive behavior supports to students, including modeling and coaching..	1 2 3 4 5		
19.5 Parents are provided opportunities for training from the district, SELPA, CAC, and/or other community-based organizations.	1 2 3 4 5		
19.6 The district implements aggressive training, retaining, recruitment, and retention strategies with the goal of providing qualified personnel throughout the district.	1 2 3 4 5		
20. Supports are provided to teachers and other school staff in meeting the LRE needs of students with disabilities.			
20.1 District administrators and the school board demonstrate an understanding of the systemic strategies needed to support LRE.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
20.2 A cadre of personnel is available to provide training and ongoing direct support for curriculum modifications and other student supports to assure appropriate education in general education settings.	1 2 3 4 5		
20.3 Training, mentoring, and coaching are available for general and special education teachers/staff.	1 2 3 4 5		
20.4 The district provides training and ongoing support for SST and IEP team members within the schools regarding physical adaptations, accommodations and assistance.	1 2 3 4 5		
20.5 The district provides support, training, and ongoing assistance to the schools in the implementation of strategies that provide positive supports to students (i.e., natural support networks and strategies such as peer tutoring, buddy systems, circle of friends, systemic supports, cooperative learning and other ways of connecting students in natural, ongoing, and supportive relationships).	1 2 3 4 5		
20.6 The district provides periodic information, training, and assistance to schools and district staff on the implementation of strengths-based, integrated, and functional behavior assessment, student progress monitoring, and culturally appropriate assessments.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
21. Paraprofessionals provide support for special and general education teachers in the implementation of LRE.			
21.1 The district has a district-wide training program for paraprofessionals to facilitate their support of students in the LRE.	1 2 3 4 5		
21.2 District staff monitor the effectiveness of services provided by paraprofessionals and the guidance and supervision provided for paraprofessionals by the general and special education teachers.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT
and
CONTINUOUS IMPROVEMENT ACTIVITIES
School Site Level

Contact Person: ______________________ **Date Completed:** ________________

Telephone Number: ______ **Fax Number:** ______________ **Email Address :** ____________________

IMPROVEMENT TEAM: School name:

____________________	________________	____________________	________________
Name	**Role**	**Name**	**Role**
____________________	________________	____________________	________________
Name	**Role**	**Name**	**Role**
____________________	________________	____________________	________________
Name	**Role**	**Name**	**Role**
____________________	________________	____________________	________________
Name	**Role**	**Name**	**Role**

Instructions:

1. Utilize an existing state-level school improvement team or establish a separate team to focus on establishing and carrying out school-wide efforts that are consistent with and support the LRE requirements of federal and state law as well as effective research and practice based LRE strategies. This site-based improvement team may be made up of the school principal, special and general education teachers, DIS representative, a union representative, an educational assistant representative, and general and special education parents.

2. Using data (e.g., CASEMIS and other) and your Improvement Team's knowledge of existing and needed activities within the school to carry out state and federal LRE requirements as well as to implement research and practice-based LRE strategies, please complete the following Self-Assessment Protocol. Rate each LRE indicator according to the following rating scale:

5 = All of the Time
4 = Most of the Time
3 = Some of the Time
2 = Rarely
1 = Never

Any LRE feature rated 1, 2, or 3 requires improvement strategies to be identified and implemented as a supplement to other school-level improvement plan or a separate LRE school improvement plan. Column 3 can be used to provide information to support the rating. Column 4 can be used for documenting improvement activities that will be included within the Site LRE Improvement Plan.

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

Feedback Regarding the Use of the School LRE Self-Assessment Protocol

Strengths of the Tool:

Areas of Needed Change:

Return this Sheet to:

Dr. Alice D. Parker
Assistant Superintendent for Special Education
Special Education Division
California Department of Education
515 L Street, Room 270
Sacramento, California 95814

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
Vision. Expectations, Leadership, and Climate			
1. ***The school has a vision that values and celebrates student diversity.***			
1.1 There is evidence of guiding principles which encourage and support:			
1.1.1 All students educated together.	1 2 3 4 5		
1.1.2 High standards and expectations for all students.	1 2 3 4 5		
1.1.3 Access to the general education curriculum for all students and developmentally-appropriate preschool activities.	1 2 3 4 5		
1.1.4 Input from diverse groups of educators, parents and the community.	1 2 3 4 5		
1.2 School governance structures, student population, and faculty represent diversity, including disability.	1 2 3 4 5		
1.3 Students receive positive information about diversity.	1 2 3 4 5		
1.4 School events (e.g., assemblies) and/or public displays (e.g., bulletin boards) reflect diversity, including varied ability.	1 2 3 4 5		
1.5 All students within the school are valued and educated according to State and District standards.	1 2 3 4 5		
1.6 All students have equal access to student achievement awards and other recognitions provided by the school.	1 2 3 4 5		
1.7 All students have access to the full range of services (e.g., Title 1 services, other remedial classes, honor/advanced placement classes, after school programs, and extracurricular activities).	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
2. ***Leadership is supportive of the implementation of LRE and of other school initiatives and activities that reflect the LRE.***			
2.1 The school principal sets a positive tone about students with disabilities, monitors the implementation of LRE, supports best practices, and takes ownership for all students and personnel at the school site.	1 2 3 4 5		
2.2 The principal demonstrates leadership for serving all students by playing an active role in the SST and IEP processes.	1 2 3 4 5		
2.3 The principal includes implementation of LRE mandates in the his/her evaluation of teachers in the school.	1 2 3 4 5		
2.4 The principal understands the systemic strategies needed to support LRE (e.g., professional development/coaching, peer supports, common planning time, coordinated transportation schedules, and integration of these within the school site plan).	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
3. The school fosters a climate of collaboration between special and general education staff in promoting a climate and culture in which there is a sense of community where everyone belongs, is accepted, and is supported by peers and other members of the school community.			
3.1 Special and general education teachers and other staff work collaboratively in the planning and implementation of school programs and activities that promote positive schoolwide climate.	1 2 3 4 5		
3.2 General and special education teachers and other staff promote natural supports for students with disabilities within the school so that they can use and share their abilities.	1 2 3 4 5		
3.3 Positive behavioral supports are used to promote a sense of community.	1 2 3 4 5		
3.4 Teachers facilitate social interaction among students.	1 2 3 4 5		
3.5 Parents, staff, and students feel welcome and are respected as part of the school community.	1 2 3 4 5 1 2 3 4 5		
3.6 Activities are infused throughout the curriculum that celebrate diversity, cultural differences, and varied ability.	1 2 3 4 5		
3.7 The school site creates opportunities for community activities and cross-cultural activities that build school-wide ownership for all students.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
Policies and procedures that support LRE for students with disabilities.			
4. LRE policies and procedures reflect requirements of State and Federal law.			
4.1 School plans for implementing LRE are consistent with District and CDE policy as well as legal mandates and policies.	1 2 3 4 5		
4.2 Student Success Teams (SSTs) are developed and implemented within the school in a manner to ensure that students are not referred for special education eligibility prior to the provision of modifications and accommodations	1 2 3 4 5		
4.3 Unless determined otherwise by the IEP team, students attend the school they would attend if not disabled.	1 2 3 4 5		
4.4 School procedures regarding LRE are periodically updated with input from parents and staff representing special and general education.	1 2 3 4 5		
4.5 Students with disabilities start and end the school day as well as recess and other activities at the same time as for all other students.	1 2 3 4 5		
4.6 School policies reflect the premise that all students belong first in general education classrooms with supports to the child and staff, regardless of disability	1 2 3 4 5		
4.7 School policies and practices reflect safety and positive behavior supports that are implemented school-wide for all students.	1 2 3 4 5		
5. There are fiscal and human supports provided for implementation of LRE.			
5.1 The principal ensures that all school-level supports are in place for implementation of LRE (e.g., collaboration, planning time, IEP planning time, available substitutes, ongoing staff development, and	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
supports for participation at the IEP meeting for all required participants). 5.2 The principal works with the District to ensure that necessary textbooks and other instructional supplies, including technology are made available for special and general education teachers to facilitate access to the general curriculum. 5.3 Appropriate numbers of trained personnel are provided to implement LRE (teachers, related service staff, and paraprofessionals). 5.4 Extracurricular opportunities are provided equally for all students enrolled in the school.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		
6. Students are educated within schools they would attend if not disabled. 6.1 Natural proportions of students are evident. 6.2 If a student is attending a non-public school/agency or any other program outside the school, provisions in the IEP should include that student's participation in public school activities, as appropriate. 6.3 All students have access to the full range of services(e.g., Title 1 services, other remedial classes, honor/advanced placement classes, after school programs, and extracurricular activities). 6.4 Classroom programs within the school are located to facilitate meaningful interaction and integration.	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
An array of services, and program/classroom strategies to facilitate the implementation of LRE.			
7. ***There are effective school strategies in general education including early prevention/student support practices and coaching that promote successful learning.***			
7.1 Effective classroom/program instruction in general education, including early prevention, is supported by the school as the first premise on which to build successful services in the LRE.	1 2 3 4 5		
7.2 Components of the School Plan focus on quality instruction and improved outcomes for all students.	1 2 3 4 5		
7.3 The school has an effective student success team and/or other early prevention/support systems or structures.	1 2 3 4 5		
7.4 The school provides supplementary supports and services to ensure access to the general education curriculum for all students and preschool developmentally-appropriate activities..	1 2 3 4 5		
8. ***Research- and practice based services and strategies are provided to meet unique students' needs to access the general curriculum.***			
8.1 The principal provides research-based best practices literature to inform the school staff of the array of services and strategies that support implementation of the LRE.	1 2 3 4 5		
8.2 There are school-wide support programs (e.g., cooperative learning, curriculum adaptation, peer-mediated learning approaches, direct instruction, reciprocal teaching, social skills training, positive behavior supports, study skills training, mastery	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
learning) available to students.			
8.3 There is an appropriate array of services and strategies available for students as identified on their IEPs.	1 2 3 4 5		
9. *There are program organizational structures at the school that facilitate LRE.*			
9.1 There is adequate planning time for general and special education teachers and other staff to collaborate.	1 2 3 4 5		
9.2 Students with disabilities have access to all instructional materials (including textbooks),	1 2 3 4 5		
9.3 The school implements innovative and creative strategies in order to meet the needs of students with disabilities.	1 2 3 4 5		
10. *There are classroom organizational structures at the school level that facilitate LRE.*			
10.1 The school promotes flexible and accessible student groupings, authentic and meaningful learning experiences, and developmentally appropriate curricula linked to the general education curriculum.	1 2 3 4 5		
10.2 There is access to appropriate materials and supplies within the general education classroom/school to support students and programs.	1 2 3 4 5		
10.3 Schools provide adequate space for educating students with disabilities in order to facilitate meaningful interaction, integration, and access to the core curriculum.	1 2 3 4 5 1 2 3 4 5		
10.4 Classroom and student assignments within the school are made to facilitate interactions among all students.	1 2 3 4 5		
11. *There is adequate access to assistive and instructional technology in order to support students in the LRE.*			
11.1 A plan has been adopted for the provision of	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
necessary assistive and instructional technology.	1 2 3 4 5		
11.2 The school has access to qualified and well-trained staff who can assess technology in planning and implementation of IEPs.	1 2 3 4 5		
11.3 Technology is continually evaluated to determine adequacy and appropriateness, including maintenance and need for upgrade.			
12. There are school and classroom modifications, adaptations, and accommodations.			
12.1 Pre-referral strategies are clearly documented and provided.	1 2 3 4 5		
12.2 Classroom modifications, adaptations, and accommodations are included within student IEPs.	1 2 3 4 5		
12.3 Ongoing monitoring of student progress provides information regarding effectiveness of classroom modifications, adaptations, and accommodations.	1 2 3 4 5		
13. There are physical modifications and accommodations to support students in the LRE.			
13.1 Schools and classrooms are accessible to all students.	1 2 3 4 5		
13.2 There is ongoing evaluation of the physical adaptations, modifications, accommodations, and assistance provided, with improvements planned and implemented based on the findings.	1 2 3 4 5		
School accountability systems reflect high expectations for all students.			
14. Assessment facilitates LRE process/structures (e.g., qualified staff, strength-based vs. deficit-based strategies, documentation of progress within the general curriculum, and culturally appropriate assessment).			
14.1 Assessment used for determining special education services is strengths- rather than deficit-based.	1 2 3 4 5		
14.2 Progress toward specific IEP goals and the extent to which the student is accessing and progressing within	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
the general curriculum (and developmentally appropriate activities for preschool children) is provided to parents at least as often as is provided for nondisabled students.			
14.3 Assessment includes information related to enabling the child to be involved and progress in the general curriculum (or for a preschool child, to participate in developmentally-appropriate activities).	1 2 3 4 5		
14.4 Assessment includes information provided by the parent as part of the assessment/IEP process.	1 2 3 4 5		
15. Students are included within State and District Assessments and other forms of accountability that assess what the student is being taught and that measure ongoing student progress toward identified educational goals.			
15.1 All students participate in District and State assessments with or without accommodations or through an alternate assessment, as delineated in their IEP.	1 2 3 4 5		
Teachers, parents, and students working together for better student results.		18.2	17.6
16. .There is coordination and cooperation with personnel working together and supporting each other(e.g., through team teaching, co-teaching, teacher and student assistance teams, and other collaborative arrangements).			
16.1 Special and general education teachers and related services personnel have knowledge about children's disabilities, needs, and services.	1 2 3 4 5		
16.2 Special and general education teachers and related services personnel and other agency staff work	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
together to provide IEP services within the LRE.			
16.3 Teachers are engaged in collaborative to educate all students.	1 2 3 4 5		
16.4 General education teachers receive assistance from student assistance teams to help meet the needs of students.	1 2 3 4 5		
17. Parents are embraced as equal partners and are fully involved in their child's educational program.			
17.1 Parental input regarding their child's strengths as well as ideas for effective adaptations and accommodations are solicited.	1 2 3 4 5		
17.2 Parents and their children are supported to effectively participate in the IEP process (e.g., translators, location, and time of day).	1 2 3 4 5		
17.3 Parents are provided opportunities for IEP/LRE training from the school district, SELPA, CAC, and other community-based organizations.	1 2 3 4 5		
17.4 Outreach to families, including those of cultural and economic diversity is provided to solicit their participation.	1 2 3 4 5		
17.5 Appropriate support services are provided for families to support their children's success.	1 2 3 4 5		
18. Students are involved in their IEP/LRE discussions.			
18.1 Students are prepared and supported to effectively participate in the IEP process.	1 2 3 4 5		
18.2 Students participate in the educational process, including their IEP meetings.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
Sufficient numbers of qualified staff to support LRE.			
19. Ongoing training is readily available for school staff.			
19.1 School staff have received information and training regarding LRE legal requirements and best practices.	1 2 3 4 5		
19.2 Staff development is provided at the school level that includes a focus on LRE legal requirements.	1 2 3 4 5		
19.3 The principal has received staff training on State and Federal mandates, including LRE. (+AP)	1 2 3 4 5		
19.4 Parents are provided opportunities for IEP/LRE training from school districts, SELPA, CAC, and other community-based organizations.	1 2 3 4 5		
19.5 Training regarding assessment is provided for staff and parents.	1 2 3 4 5		
20. ***Supports are provided to teachers and other school staff in meeting the LRE needs of all students.***			
20.1 Fully credentialed and appropriately trained staff are available to support implementation of LRE.	1 2 3 4 5		
20.2 The school engages in effective recruitment and retention efforts with the goal of having fully qualified staff.	1 2 3 4 5		
20.3 Ongoing mentoring and coaching are provided.	1 2 3 4 5		
20.4 Materials, supports, and related media/web resources are made available for implementation of IEPs.	1 2 3 4 5		
21. Paraprofessionals provide support for special and general education teachers in the implementation of LRE for students			
21.1 The role of the paraprofessional to support LRE is fully understood by all, including the paraprofessional, general education teacher, special education teacher, and related service providers.	1 2 3 4 5		
21.2 Paraprofessional, under the guidance and support of	1 2 3 4 5		

Ratings: **5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never**

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
general and special education teachers, actively support students' participation in the classroom/program.			
21.3 The paraprofessional is aware of the supports and services required in the students' IEP.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

CALIFORNIA LEAST RESTRICTIVE ENVIRONMENT (LRE) SELF ASSESSMENT
And
CONTINUOUS IMPROVEMENT ACTIVITIES
State Level

Contact Person: ____________________ **Date Completed:** ________________

Telephone Number: ________________ **Fax Number:** _____________ **Email Address :** __________________

IMPROVEMENT TEAM:

Name	**Role**	**Name**	**Role**
Name	**Role**	**Name**	**Role**
Name	**Role**	**Name**	**Role**
Name	**Role**	**Name**	**Role**

Instructions:

1. Utilize an existing state-level school improvement team or establish a separate team to focus on establishing and carrying out state policies and statewide initiatives that are consistent with and support the LRE requirements of federal and state law as well as effective research- and practice-based LRE strategies. This state-level improvement team should be made up of general education state staff as well as representatives from special education, Title I, and other categorical and support programs.

2. Using data (e.g., CASEMIS and other) and your Improvement Team's knowledge of programs, services, and initiatives supported by the California Department of Education (CDE) in support of local education agencies (LEAs), please complete the following Self-Assessment Protocol. Rate each LRE indicator according to the following rating scale:

   5 = All of the Time
   4 = Most of the Time
   3 = Some of the Time
   2 = Rarely
   1 = Never

3. Any LRE feature rated 1, 2, or 3 requires improvement strategies to be developed. Column 3 can be used to provide information to support the rating. Column 4 can be used for documenting improvement activities that will be included within a State LRE Improvement Plan.

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

COMPONENTS AND FEATURES OF LRE (1)	RATING (Please Circle) (2)	INFORMATION TO SUPPORT RATING (3)	IMPROVEMENT ACTIVITIES (4)
Vision, Expectations, Leadership, and Climate			
1. The CDE's vision reflects the following values:			
1.1 Celebration of student diversity.	1 2 3 4 5		
1.2 High expectation for all students. .	1 2 3 4 5		
1.3 All students served in the LRE.	1 2 3 4 5		
2. Leadership is supportive of the LRE; and State initiatives and activities reflect the LRE.			
2.1 CDE staff are knowledgeable about the legal provisions of LRE and the application of LARE in best practices.	1 2 3 4 5		
2.2 There is a demonstrated commitment and accountability for LRE across all CDE Divisions; and general and special education personnel work collaboratively to implement initiatives that reflect LRE. State curriculum, monitoring, assessment, personnel development, school recognition programs, and other initiatives articulate the commitment to LRE.	1 2 3 4 5		
2.3 All CDE Divisions are involved in planning of state instructional, curricular, and staff development initiatives.	1 2 3 4 5		

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

3. The Special Education Division fosters a climate of collaboration between special and general education Divisions within CDE in promoting school climate and culture in which there is a sense of community where everyone belongs, is accepted, and is supported by peers and other members of the school community.			
3.1 The CDE Special Education Division works collaboratively with the General Education Divisions within the CDE in the planning and implementation of initiatives that promote positive schoolwide climate.	1 2 3 4 5		
3.2 The CDE monitors procedures and activities within the Districts and schools that foster and encourage social relationships between and among students.	1 2 3 4 5		
Policies and procedures promote LRE			
4. ***State LRE policies and procedures reflect requirements of State and Federal law.***			
4.1 CDE policies, advisories, and procedures across CDE Divisions, support LRE for preschool and school-age students consistent with State and Federal law (i.e., all elements of school instruction and activities).	1 2 3 4 5		
4.2 The CDE encourages and includes representatives from diverse groups of parents and parent groups, educators and community members representing special and general education, in all aspects of planning and policy setting.	1 2 3 4 5		
4.3 The CDE reviews School Site Plans to ensure that LRE and related professional development needs are addressed.	1 2 3 4 5		
4.4 The CDE provides technical support to SELPAs and school districts in order to assist in the implementation of the requirements for physical accessibility and the provision of supplementary aids and services.	1 2 3 4 5		
5. ***There are fiscal, organizational, and human supports provided for implementation of LRE.***			

Ratings: 5 = All of the Time 4 = Most of the Time; 3 = Some of the Time; 2 = Rarely; and 1 = Never

5.1 The State funding system is placement neutral and includes mechanisms to supplement supports and services.	1 2 3 4 5		
5.2 The CDE provides fiscal support for implementation of LRE within local school systems.	1 2 3 4 5		
5.3 The CDE promotes formal and informal partnerships between LEAs, college and university training programs (e.g., teacher, paraprofessional, and clinical training programs) and other resources.	1 2 3 4 5		
5.4 The CDE distributes LRE materials, using electronic and other means.	1 2 3 4 5		
5.5 The CDE supports exemplary leadership school sites that are utilized for ongoing professional development in LRE and that are coordinated with other recognized schools.	1 2 3 4 5		
6. CDE carries out statewide monitoring of the implementation of LRE federal and state mandates.			
6.1 CDE state monitoring supports full implementation of LRE mandates.	1 2 3 4 5		
6.2 CDE monitors ongoing statewide special education data, including non-public school information, to determine if placements for students with disabilities are within natural proportions of disabled and nondisabled preschool and school age students.	1 2 3 4 5		
6.3 The CDE monitors suspension, retention, and attendance rates of all students with and without disabilities.	1 2 3 4 5		
An array of services and program/classroom strategies exist to facilitate the implementation of LRE. ***7. There are effective school strategies in general education including early prevention/student support practices and coaching that promote successful learning.***	1 2 3 4 5		

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8. Research and practice based services and strategies are provided to meet students' unique needs to access the general curriculum.			
8.1 The CDE provides technical assistance and training that supports an array of supplementary aids and services, including access to necessary instructional and assistive technology, as well as classroom/program/program adaptations and accommodations that support LRE for school-age students and developmentally appropriate activities for preschool children.	1 2 3 4 5		
9. ***There are program organizational structures at the CDE that facilitate LRE for students with disabilities.***			
9.1 The CDE monitors district/SELPA administrative policies, procedures, organizational structures, and activities that support LRE for students, including documentation of the IEP team rationale for placement in other than the student's school and classroom/program in which the student would otherwise attend if the student did not have a disability.	1 2 3 4 5		
9.2 The CDE supports creative administrative and programmatic strategies for meeting the LRE needs of students with disabilities.	1 2 3 4 5		
10. ***The CDE ensures that there are classroom/ program organizational structures that facilitate LRE for students with disabilities, including early prevention/student support practices that promote successful learning.***			
10. 1 The CDE monitors procedures and activities within districts that provide the classroom/ program and supports to ensure that the necessary supplementary aids and services exist to support LRE (e.g., appropriate allocations of space, materials, and supplies).	1 2 3 4 5		
10.2 The CDE disseminates research-based best practices	1 2 3 4 5		

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and best practices literature, including effective classroom/program/program practices and student success teams.			
10.3 The CDE monitors access to the general education curriculum for all school-age students and developmentally appropriate activities for preschool children with disabilities.	1 2 3 4 5		
11. The CDE ensures that there is adequate access to assistive and instructional technology in order to support the student in the LRE.			
11.1 The CDE supports professional development for general and special educators within its State technology plan.	1 2 3 4 5		
11.2 The CDE has an overall technology plan that includes support for assistive and instructional technology for teachers of all preschool and school age students.	1 2 3 4 5		
12. The CDE ensures that there is access to school and classroom/program/program modifications, adaptations, and accommodations.			
12.1 The CDE provides ongoing support and assistance to District and school staff regarding the implementation of classroom/program modification, adaptations, and accommodations for students.	1 2 3 4 5		
12.2 The CDE monitors Districts to ensure that school age students with disabilities have access to school and classroom/program modifications, adaptations, and accommodations and developmentally appropriate activities for preschool children.	1 2 3 4 5		
13. The CDE ensures that there is access to physical modifications and accommodations to support students in the LRE.			
13.1 The CDE monitors for accessibility by reviewing District plans for improving physical accessibility,	1 2 3 4 5		

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modifications, and accommodations for all students.			
Statewide accountability systems reflect high expectations for all students			
14. Assessment facilitates LRE (e.g., qualified staff, strength-based vs. deficit-based strategies, documentation of progress within the general curriculum, and culturally appropriate assessment).			
14.1 The CDE provides information and training regarding integrated strength-based vs. deficit-based strategies, as well as functional behavioral analysis and assessment.	**1 2 3 4 5**		
14.2 The CDE provides information and training regarding functional behavioral analysis and assessment.	**1 2 3 4 5**		
14.3 The CDE provides information and training regarding documentation of access and progress within the general curriculum, and culturally appropriate assessment.	**1 2 3 4 5**		
14.4 The CDE provides information and training regarding culturally appropriate assessment.	**1 2 3 4 5**		
14.5 The CDE monitors District assessment practices in the above areas.	**1 2 3 4 5**		
15. CDE statewide accountability procedures are consistent with the LRE and high expectations for all students:			
15.1 The CDE develops alternate assessments that allow participation in the state assessment.	**1 2 3 4 5**		
15.2 The CDE monitors the achievement of all students with disabilities through statewide and alternate assessment.			
15.3 The CDE gathers ongoing statewide data and information regarding the extent to which all	**1 2 3 4 5**		

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students are being included within the statewide assessment program.			
15.4 The CDE monitors access to general education curriculum, students, classes, extra curricular activities, and developmentally appropriate activities of preschool and school age students with disabilities.	1 2 3 4 5		
15.5 The CDE monitors suspension, retention, and attendance rates of all students.	1 2 3 4 5		
15.6 The CDE provides training and information to districts on implementation of statewide assessment including alternate assessment for students with disabilities.	1 2 3 4 5		
Collaboration			
16. The CDE supports coordination, cooperation, and collaboration among students, school personnel, and parents/families.			
16.1 The CDE provides technical assistance and training involving coordination, cooperation, and collaboration across programs and students (e.g., natural support networks).	1 2 3 4 5		
16.2 The CDE provides technical assistance and training involving coordination and collaboration among all school personnel working together and supporting each other through team teaching, co-teaching, teacher and student assistance teams, or other collaborative arrangements.	1 2 3 4 5		
16.3 The CDE provides technical assistance and training involving coordination and collaboration with culturally and economically diverse groups of parents and families.	1 2 3 4 5		
17. The CDE supports parents being embraced as equal partners and fully involved in their child's educational program.			
17.1 CDE policies, procedures, and personnel	1 2 3 4 5		

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development support parents as equal partners in the educational program of their child, including all placement decisions.			
18. Students are involved in their IEP and LRE discussions.			
18.1 The CDE has policies, procedures, and support for schools, students, and parents to increase the involvement of students within their IEP and LRE decisions.	1 2 3 4 5		
Qualified Staff			
19. Initiatives and partnerships provide information, training, and support for the implementation of LRE within school districts and schools.			
19.1 The CDE supports initiatives to assist schools and districts in the implementation of LRE.	1 2 3 4 5		
19.2 Partnerships are established with public and private universities and other appropriate staff/parent development entities (ACSA, CSLA, PTIs) to ensure statewide availability of LRE technical assistance across key constituencies e.g., (parents, principals, teachers, paraprofessionals, and related service providers).	1 2 3 4 5		
19.3 The CDE provides and disseminates LRE training and resource information including LRE legal requirements as well as research and practice-based effective LRE strategies through traditional and electronic means to SELPAS and LEAs (e.g., for parents, principals, IEP teams, special and general education teachers, DIS staff, related services personnel, and paraprofessionals).	1 2 3 4 5		
19.4 The CDE sponsors a variety of intensive implementation level staff development activities through the comprehensive system of personnel development (CSPD) efforts, including institutes, consultants, and an LRE leadership site network for	1 2 3 4 5		

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access by school and district teams for ongoing coaching support, and other activities.			
20. Supports are provided to teachers and other school staff in meeting the LRE needs of students with disabilities. 20.1 The CDE monitors the extent to which local school districts provide needed supports to teachers and other school staff in meeting the LRE needs of students.	1 2 3 4 5		
21. Supports are provided to districts for training paraprofessionals on the implementation of LRE. 21.1 The CDE supports training on how to facilitate paraprofessional support of students in the LRE.	1 2 3 4 5		

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Policy Research
ISSUE BRIEF
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Consortium on Inclusive Schooling Practices

PROFESSIONAL DEVELOPMENT FOR *ALL* PERSONNEL IN INCLUSIVE SCHOOLS

Gail McGregor, Ann Halvorsen, Douglas Fisher,
Ian Pumpian, Bob Bhaerman, and Christine Salisbury

The Consortium on Inclusive Schooling Practices (CISP, 1996) developed a framework to analyze state and local policies and their relationship to the development of inclusive schooling practices. The framework corresponds with the prevailing reform paradigm in most states by focusing on **standards-based systemic reform** across six major policy areas: curriculum, student assessment, accountability, professional development, finance, and governance. This Issue Brief extends the discussion of one of these policy areas, professional development, by initially examining the concept of teachers as lifelong learners, exploring professional development practices to support inclusive schools, and briefly indicating the move toward inclusive professional development.

Teachers as Lifelong Learners

Current discussions about improving the quality of teaching and learning in our country's schools are increasingly focused on professional development as a key strategy to improve schools (Darling-Hammond & McLaughlin, 1995). The three premises grounding the work of the National Commission on Teaching and America's Future (1996) illustrate just how critical the skills and repertoire of the classroom teacher are.

- What teachers know and can do is the *most important influence* on what students learn.
- Recruiting, preparing, and retaining good teachers is the *central strategy* for improving our schools.
- School reform cannot succeed unless it focuses on *creating the conditions in which teachers can teach*, and teach well [emphasis added] (pg. 6).

Many classroom teachers are facing new professional challenges as they encounter an increasingly diverse student population (e.g., students whose first language is not English, "at risk" students with a history of educational failure, and students identified with disabilities who require modification of the general education curriculum) (Cole, 1995). Professional development represents a critical vehicle for schools to support teachers in their ongoing acquisition of skills and

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◆ **From an orientation of "experts" transmitting knowledge to teachers to the study by teachers of teaching and learning processes.** As professional development moves away from the model in which an "expert" provides direction and advice to teachers which may or may not be relevant to their needs, the concept of the teacher as an active and "lifelong learner" is gaining prominence. Increasingly, schools are creating structures and opportunities for teachers to actively reflect upon their current practices as well as continue their study of teaching and learning as critical components of a professional development program.

◆ **From staff who function primarily as "trainers" to those who provide consultation and facilitation services.** Teachers, administrators, and other staff are assuming new roles (e.g., team leaders and strategic planning team members) for which they need knowledge and skills that are different than those traditionally reflected in their jobs.

◆ **From professional development provided by one or two school departments to programs seen as a responsibility of all teacher leaders and administrators.** In schools in which teachers are actively engaged as lifelong learners, central office administrators, curriculum supervisors, principals, and teachers each, within the context of their own roles and responsibilities, view their own growth and development as well as that of their colleagues, as one of their most important responsibilities.

◆ **From teachers as the primary recipients to continuous improvement in performance for everyone who affects student learning.** Everyone who affects student learning must continually upgrade his or her knowledge and skills — board members, superintendents and central office staff, principals, teachers, support staff (e.g., aides, secretaries, bus drivers, custodians), parents, and community members who serve on policymaking boards and planning committees are also responsible for staying abreast of innovations and issues.

◆ **From professional development viewed as a "frill" that can be cut in difficult financial times to an indispensable process without which schools cannot hope to prepare *all* students for productive lives.**

To be most effective, professional development needs to take a variety of forms, including some that have not been considered previously. As noted in Table 1, there are a variety of ways in which adults learn. There also are a variety of experiences that connect and develop knowledge, including application through professional practices and problem solving. Moreover, not only should there be variety within and among professional development "courses," but professional development should extend beyond formal coursework. Rich development can occur while educators are participating in collaboratives, standards development, curriculum, and assessment work, or in the rigorous advanced certification process of the National Board for Professional Teaching Standards (United States Department of Education Initiative on Teaching, nd).

Table 2 reflects key policy and procedural questions that many consider central to the conceptualization of a responsive professional development system. These essential questions are consistent with prior research and offer the field important benchmarks for examining current state and district practices.

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Table 1: How Adults Learn

- Adults commit to learning when the goals are realistic and important to them. Therefore, professional development should address areas that educators believe have immediate application in the classroom.

- Adults learn, retain, and use what they perceive is relevant to their professional needs. Therefore, professional development must enable teachers and administrators to see the relationships between what they are learning and their day-to-day activities.

- Adult learning is "ego-involved." Therefore, professional development should provide support from peers and reduce the fear of judgment during learning.

- Adults need to see the results of their efforts and have feedback on how well they are doing. Therefore, professional development should provide opportunities for educators to try out what they are learning and receive structured feedback.

- Adults are more concrete in the way they operate than formerly thought. Therefore, educators should have the opportunity for directed experiences in which they apply what they are learning in the work setting.

- Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation. Therefore, professional development should include learning in small groups in which teachers and administrators share, reflect, and generalize their experiences.

- Adults come to learning with a wide range of experiences, knowledge, interests, and competencies. Therefore, professional development must accommodate this diversity.

- Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence. Therefore, professional development needs to give educators some control over the what, who, why, when, and where of their learning.

- The transfer of learning is not automatic for adults and must be planned and facilitated. Therefore, coaching and other follow-up supports are needed to help educators transfer learning into daily practice.

Source: Wood & Thompson (1993, pp. 52-57)

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Table 2: Essential Questions

Educators who are involved in professional development need to ask themselves a number of important policy and procedural questions. For example:

- Is professional development **ongoing, intensive, and an integral part** of a teacher's regular work day —*or* is it "tacked on" at the end of the day or sprinkled throughout the year in a few in-service days?
- Is the focus on giving beginning and experienced teachers the **tools needed** to deliver high quality education to all students — *or* is it on seat time in college courses?
- Is it based on **research and best practices?**
- Do we incorporate **multiple forms of learning**, e.g., group study, action research, self-study, or curriculum development, *or* is "training" still the primary form of delivery?
- What opportunities are there to help teachers develop **leadership skills**?
- To what extent is development **connected to student standards** and to the content and pedagogical skills teachers need — *or* is the focus still on generic skills?
- How far have we departed from the **deficit model** (teachers need to be "fixed") to the **growth model** that builds on teachers' knowledge and skills?
- **Who determines and plans the focus** of professional development? To what extent is it designed to address problems identified by the school staff?
- Is it part of a **coherent, long-term plan** — *or* is it a short-term response to an educational "fad"?
- What amount of **time and resources** are devoted to development?
- How are the efforts evaluated? Are we trying to document a **positive correlation between additional professional development and increased effectiveness and improvements in student achievement**?

Source: United States Department of Education Initiative on Teaching (nd, p.12)

Professional Development Practices to Support Inclusive Schools

As described by Stainback and Stainback (1990) an inclusive school "is a place where everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met (1990, p. 3). By definition, distinctions among "general education", "special education" and "at risk" students no longer drive the roles and allocation of resources in inclusive schools. Rather, schools operate as a community (Sergiovanni, 1994), built on core beliefs that

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include a respect for and valuing of human diversity. While there is no single set of characteristics that describes all inclusive schools, one defining practice is that students with identified disabilities are not isolated in special classes or areas of the school. Specialized supports required by individual students are provided within general education settings, enabling all students to belong to a group of same-age peers.

What Skills Do Teachers Need to Work in an Inclusive School?

Three practices characteristic of an inclusive approach to schooling are highlighted to exemplify professional development concerns that arise as schools move to more inclusive approaches to instruction. It is important to underscore the need for these practices to be part of a school-wide professional development agenda. As discussed by Pugach and Johnson (1995):

> *A teacher may be having difficulty developing the flexibility to work with students whose needs differ from those of other students. Making those changes within a school context where everyone is addressing the same problems and where a group forum exists for discussing them removes the pressure of being singled out, of being the only one who may be trying to change ....This is not to say that individual change will be neglected but, rather, that this change is more likely to happen when it is part of a building-wide effort and a stated commitment by the principal and the teachers* (p. 16).

Collaboration and Teaming. The inclusion of students in the general education classroom who have traditionally been served in remedial and pull-out service models requires staffing patterns that bring necessary supports to the general classroom setting. A variety of models are emerging in inclusive schools that are based on some form of teacher collaboration and teamwork. This can occur in many ways, ranging from consultation and support teams to more ongoing collaborative relationships that may take the form of co-teaching (Friend & Cook, 1996). In whatever form the sharing of previously separate disciplines and expertise takes, this is clearly a new experience for most teachers. A recent study documenting two teachers' feelings about these new working relationships indicated that the shift to collaborative teaching is associated with initial periods of uncertainty as teachers develop new roles and relationships with a teaching partner (Salend, Johansen, Mumper, Chase, Pike & Dorney, 1997). Issues identified in Table 3 exemplify the ways in which a teacher's most basic assumptions about his/her role become the subject of discussion and, perhaps, the locus of change when there is a shift from the single-teacher approach to more collaborative models of service and support. Failure to attend to these issues and concerns is likely to detract from the ultimate success of the innovation (Walter-Thomas, 1997).

Strategies to Accommodate Diverse Learners. One of the major challenges associated with inclusive classrooms is the need for collaboration at the starting point of the instructional planning process. While general educators have traditionally focused on curriculum development and implementation from a whole group perspective, special educators are trained to focus on instructional adaptations for individual students without a great emphasis on the larger curricular issues (Pugach & Warger, 1995). As described by Winn and Blanton (1997), this requires professional development that builds upon and brings together a mutual understanding of both perspectives.

> *To develop and implement curriculum and instruction based on best practices, along with appropriate instructional adaptations - adaptations that some students will still need - all teachers need grounding in curriculum and instruction for individual differences, as well*

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Table 3: Issues to Consider in Preparation for Collaborative Teaching Relationships

- What are your expectations for students regarding participation? Daily preparation?
- What are your basic classroom rules? What are the consequences?
- Typically, how are students grouped for instruction in your classroom?
- What instructional methods do you like to use (e.g., lectures, class discussions)?
- What practice activities do you like to use (e.g., cooperative learning groups, labs)?
- How do you monitor and evaluate student progress?
- Describe your typical tests and quizzes.
- Describe other typical projects and assignments.
- How is instruction differentiated for students with special needs?
- What type of special assistance is available to students with disabilities during class? On written assignments? On quizzes and tests?
- How and when do you communicate with families?
- What are your strengths as a teacher? Your weaknesses? Your pet peeves?
- What do you see are our potential roles and responsibilities as collaborators?
- If we collaborate, what are your biggest hopes for our work as a team? What are your biggest concerns?

Source: Walter-Thomas, Bryant & Land (1996, p. 261)

> *as an understanding of the interconnectedness between the two. With this understanding, teachers will be able to develop supports for students who need them, rooted in, and clearly related to - rather than fragmented from - the classroom curriculum* (pp. 5-6).

Considerable attention has been devoted to promoting practices within the field of general education that provide options to accommodate diverse learners. Constructivist models, the use of integrated, thematic approaches to instruction, cooperative learning, the use of peer tutors, and curriculum based on multiple intelligence theory represent just a few of the general education approaches that are compatible with heterogeneous classrooms. There is evidence to support the value of many of these approaches (McGregor & Vogelsberg, 1998). The important issue from a professional development perspective is that schools adopt approaches that are compatible with the values, context, and beliefs of its faculty. Reflection and careful consideration of these issues is incompatible with traditional inservice approaches that rely on episodic, didactic approaches to information sharing.

Problem-solving. As described by Giangreco and colleagues (Giangreco, Cloninger, Dennis & Edelman, 1995), inclusive educational practices "require people to work together to invent opportunities and solutions that maximize the learning experiences of all children" (p. 321). While there are many structured approaches to guide the problem-solving process, the critical characteristic of this "skill" is that it relies upon the expertise, creativity, and contextual knowledge of teachers within a school setting. Taught as a strategy to all students and teachers in an elementary school in Johnson City, New York, school staff noted that "whether applied to classroom routines, teaming practices, or school policies, collaborative problem solving offers opportunities to change classroom and school culture in ways that benefit all learners" (Salisbury, Evans & Palombaro, 1997, p. 208).

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How Can Professional Development Support the Adoption of Inclusive Schooling Practices?

In schools across the country, the decision to adopt inclusive approaches to service delivery is motivated by different reasons. For some schools, this shift is undertaken because it fits the philosophy and reform agenda of the school or district. For other schools, the threat of legal action based on the clear obligation of schools to serve students in the least restrictive environment places them in a situation where change is required but not necessarily desired. Whatever the individual circumstance, initial professional development efforts must provide essential information about upcoming changes in service delivery practices.

This is clearly just the first step, and the focus of professional support must quickly transition from awareness and informational activities to strategic planning, skill building, and program implementation. Reflecting emerging standards of best practice described earlier, professional development activities to support inclusive schooling practices should reflect the following principles:

1. Professional development needs are locally identified by participants;

2. Professional development is locally-designed, delivered, and is focused at the school level; however, the district has a central role in facilitating the efforts and in communicating the activities in one school to other schools in the district;

3. Collaborative interdisciplinary teams which include parents and paraprofessionals as well as professionals, are involved in staff development activities;

4. Ongoing support for implementation of new practices is available through multiple modalities, including peer coaching, on-site mentoring, linkage with schools experienced in this innovation, and networking with subject and grade level colleagues.

5. These experiences, in turn, inform the planning process, guiding the design of future activities.

The experiences of one California school, described in the following vignette, illustrate these principles.

A Vignette

The School Context

Louis — a second grade student in a California school. Louis — who has Down syndrome — attends a large, urban school in a diverse, multi-grade (1st to 3rd) team-taught classroom of 40 students. Several students in the class receive speech and language services and two receive support from a resource specialist. Five students with limited English proficiency receive support services from a bilingual educator, and two students are identified as gifted and talented.

The service-delivery model. A part-time instructional assistant, a teacher who serves as an inclusion facilitator, and two general educators are available to support instruction. The inclusion support teacher, with a caseload of eight students, and the resource specialist, with a caseload of 28 students, collaborate in order to support all of the students with IEPs in several general education classrooms. To accomplish this, the special educators observed classes where both programs were involved and selected ones in which the inclusion support teacher would support students designated for "resource" assistance and others where the resource specialist would support a student with more significant disabilities. This approach decreased the number of adults coming in and out of the classroom (the "revolving door") and increased special educator's staff time in a given classroom. As a result, co-teaching for parts of the day has become possible. The special education teachers meet weekly to discuss specific students. A larger support team, including the classroom teacher, related services, parents, and paraprofessionals meets monthly.

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Professional Development Approaches

To ensure the effectiveness of their newly inclusive, collaborative, and multi-age classes, the staff planned several development and support activities for the school community. They received school board approval to "bank" time and generate common planning periods. They also arranged for the on-site, after-school program to begin earlier on shortened school days. Staff conducted individual needs assessments and reached consensus on uses of banked time. They then designed a professional development series to be delivered by school and local university faculty on developmentally appropriate practices across the elementary grades, cooperative teaching and learning, proactive team planning/problem- solving strategies, and curricular adaptations. Workshops were conducted along with several corollary activities such as (1) visiting sites that are more experienced in cross-categorical support for multi-age grouping; (2) selecting teacher leaders who receive release time to coach their colleagues, and (3) scheduling periodic roundtables for reflecting, sharing, and planning.

Moving Toward Inclusive Professional Development

Professional development programs at the building level are shaped by district-level goals, policies, and practices. These agendas reflect, to varying degrees, the orientation and priorities identified by the state education agency. Several key issues that emerge at these levels are identified below. Each serves as an example or benchmark to evaluate the extent to which current professional development practices are supportive of an inclusive schooling agenda.

Key Professional Development Issues to Address at the Local Level

School district personnel involved in implementing effective professional development programs should consider related issues, such as whether or not they:

- provide opportunities and utilize funds to develop teacher and administrator competencies in responding to the needs of *all* students;
- provide opportunities for *all* personnel to share expertise about meeting the needs of students with disabilities;
- address the needs of a diverse student population;
- provide professional development time for a mixture of activities such as new knowledge dissemination, dialogues of goals and missions, and curriculum planning; and
- include parents in professional development activities and open the activities to other stakeholders to work with students with the full range of abilities and disabilities (Consortium on Inclusive Schooling Practices, 1996)

Key Professional Development Issues to Address at the State Level

As state standards and assessments for students are approved, states are establishing state-wide networks to assist in professional development. State policymakers and state education agency staff concerned with professional development should consider several issues, such as whether or not:

- the state supports a system of professional development that addresses the learning needs of students with the full range of abilities;
- the state encourages joint professional development opportunities for special and general education personnel;
- continuing education requirements promote the development of teaching competencies for a broad array of adult learners; and
- special education teachers are regularly

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involved in general education and state-wide preparation programs and network in such areas as performance-based assessment, mathematics and science education, and writing across the curriculum (Consortium on Inclusive Schooling Practices, 1996).

Conclusions

As schools move toward including more students with disabilities in general education classrooms, they need to consider *every* aspect of effective schooling. Teachers need planning time, ongoing support, and continuing professional development. As many observers have noted, inclusion is a "work in progress." However, we are convinced that comprehensive professional development will help guide and support further efforts to improve teaching and learning for ***all*** students.

Just as we strive to be inclusive in our instructional practices, so too must our professional development efforts include both a broader array of participants and a greater range of staff development strategies. Effective professional development efforts will need to include ***all*** personnel (general and special education teachers, administrators, parents, and support staff) and will require that traditional paradigms of training give way to more participatory methods of inquiry and staff development. Well-designed professional development systems will need to be supported with resources, time, and personnel to ensure that the needs of students and staff are appropriately addresssed. To be inclusive in both practice and attitude, professional development will need to occur within the larger context of school improvement efforts in ways that ensure the meaningful involvement of all those who support the education of children in their local schools.

Endnotes

[1] The term "professional development" is used throughout this, and other, Issue Briefs in order to be consistent with the original six policy areas discussed in the foundational Issue Brief, *A Framework for Evaluating State and Local Policies for Inclusion* (December, 1996.) The intent is not to limit the concept of professional development to those working in the classroom but rather to include all school personnel and stakeholders in the educational process, including parents.

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Policy Research

ISSUE BRIEF

Practice

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Consortium on Inclusive Schooling Practices

Providing Accurate Placement Data on Students with Disabilities in General Education Settings

By Virginia Roach, Ann Halvorsen, Lucille Zeph,
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Since 1987, the Office of Special Education Programs (OSEP) at the U.S. Department of Education has funded a series of ***Statewide Systems Change Grants*** to state departments of education and universities. One of the main purposes of these five-year grants has been to support "projects that enhance the capacity of States to . . . significantly increase the number of children with severe disabilities the State serves in general education settings, alongside children of the same age without disabilities" (Smith, 1997; Smith & Hawkins, 1992; U.S. Department of Education, 1993, p. E-4.).

To date 26 states have received funds to undertake Statewide Systems Change projects. The Statewide Systems Change priority is designed to encourage large-scale adoption of effective educational practices across state systems and to increase the movement of students with disabilities from segregated to integrated to inclusive school campuses. These projects were designed to facilitate reform in general education through programmatic and policy changes at all levels of the system—classroom, school, district, and state. The required evaluation plans must measure "the movement of children and youth with severe disabilities in the State from segregated settings" to regular school settings, alongside their same-aged nondisabled peers (U.S. Department of Education, 1993, pp. E-5-6.).

While these and other state- and federally-sponsored efforts have substantially increased the number of students with disabilities being placed in general education classrooms, student placement data from the states do not necessarily reflect this movement. From discussions with state data managers and Statewide Systems Change Project staff, it appears that federal reporting requirements, as well as traditional state data systems, may impede the ability of local program staff to accurately portray the educational programming of students with disabilities included in general education classrooms. For example, local data managers may be filling out data forms for the purposes of state financial reimbursement rather than federal child count data.

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Student placement data, as reported in OSEP's *17th Annual Report to Congress on the Implementation of IDEA*, are used to evaluate the effectiveness of state and federal efforts to support inclusion. Federal and state officials employ such data when making decisions regarding future support of inclusive education programs. Student placement data are also used by practitioners, researchers, and families to judge developments in the provision of special education and the extent to which students are receiving education in the least restrictive environment (Danielson & Bellamy, 1989; Davis, 1992). Given the variety of uses for the Annual Report data, it is important to ensure that these data are accurate. Yet reporting constraints may impede the ability to report data accurately.

Reporting constraints center on four related themes:

(1) articulation of state and local management information systems and the use of the data form to extract data for other purposes, such as district funding;

(2) the state and federal forms (and categories) used to collect student placement information;

(3) the ability to capture both the placement and the intensity of services delivered to students with disabilities in the general education classroom; and

(4) how data are reported and disseminated.

This article provides a brief overview of the issues associated with accurately collecting and reporting student placement data by the states.

Background

Part B of the Individuals with Disabilities Education Act (IDEA) and its implementing regulations require that to the maximum extent appropriate, children with disabilities, "including children in public or private institutions and other care facilities," be educated with children who are not classified as having a disability. In addition, special classes, separate schooling, or other removal of children with disabilities from the regular educational environment should occur only when the nature and severity of the disability is such that education in general education classes cannot be achieved satisfactorily with the use of supplementary aids and services (U.S. Department of Education, 1995, p. 13).

To determine the extent to which states are implementing the law, OSEP collects data from the fifty states, the District of Columbia, and U.S. territories on the number of those students with disabilities served in each of six educational environments:[1] regular class (often referred to as the general education classroom), resource room, separate class, public or private separate school, public or private residential facility, and homebound/hospital placement. The data are collected in two ways: by age group for students aged 3 through 21, and by primary disability classification for students aged 6 through 21.

National Statistics and the Under-Reporting of Inclusive Placement Data

According to OSEP's *17th Annual Report to Congress*, states reported that the proportion of students placed in general education classrooms rose by nearly 10 percent over the last five years. At the same time, states reported that the use of resource rooms decreased and all other placement settings remained essentially stable. Despite these significant changes, many states are widely believed to be under-reporting the number of students served in the general education classroom, particularly those students who would have previously been served in self-contained or special classes for those with significant disabilities.

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[1] See Appendix I for the definitions of the six educational placements for students with disabilities.

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There are several reasons why state data reports are subject to different interpretations and variability. Some of the reasons relate to how data gathering *systems* are defined in each state. Many states count those students in separate program placement categories who are actually served in general education classrooms. Such an situation occurs when the state data categories, combined with the category under which a student is labeled, require the local administrator to code the student in the more restrictive setting on the state data form. These students are reported in separate program placement categories because of the presumptions underlying the state's data reporting system; for example, students labeled mentally retarded can only be coded in a self-contained class placement. The presumption in these data systems is that when an exceptional student is in the general education classroom, no special education services are provided—special education services are delivered only in special education settings. These underlying assumptions, and the data they generate, are then transferred from the state form to the federal form, resulting in data inaccuracies.

Some of the data inaccuracies are related to how the state data forms are completed by local administrators. For many years, data collection and reporting has been widely considered a background activity, intended primarily for the purpose of generating annual reports on the use of federal funds. For some districts, data reports submitted by localities to their state education departments were seen as pro forma, having limited value and usefulness to policymakers and practitioners. As a result, accurately reporting student placement has not been a priority.

In some districts, data inaccuracies are produced because of the perceived link between the data report and special education funding guidelines. In addition to the data collected by the federal government, states collect student placement data for a variety of reasons, including evaluation, funding, and budgeting purposes. Some local administrators under-report the number of students in special education because of the "maintenance of effort" provisions of IDEA.[2] Some administrators will fill out the data form in the manner they hope will bring the greatest special education reimbursement from the state. For example, if a student with significant mental retardation qualifies for special class placement (at a higher rate of reimbursement) but is in a regular inclusive class full time, the student may be coded to a separate class placement on the state form and hence to "separate class" on the federal form. This may be done in order to qualify the student for adequate special education support *in* the general education class.

Historically, the actual *placement* of students has not had the same significance that it has had under reform movements such as *inclusive* and *supported education*, where the explicit intent of the reform is to have students heretofore in separate classroom settings included in the general education classroom. Hence, placement data itself was not seen as a way to evaluate programmatic goals. Yet federal, state, and local policymakers are increasingly approaching data collection and reporting activities as an essential part of program planning, accountability, evaluation, and policy development. As a result, there has been increased attention to the quality of data provided throughout the system. Federal, state, and local programmatic emphases on inclusion, coupled with a heightened attention to accountability at all levels of the education system, place a particular urgency on the need to accurately reflect the numbers of students that are receiving special education services in inclusive classrooms.

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[2] Generally, the "maintenance of effort" provisions of IDEA require that a district expend at least the same amount of resources for special education as the previous year, given the same number of students eligible for the program. Administrators who wish to reduce their special education budgets do so by under-reporting the number of students in the district in special education.

Positive Developments and Continuing Barriers to States' Reporting of Students with Disabilities in General Education Class Settings

State and Local Management Information Systems

State automated management information systems (MIS) have become a major focus of attention among policymakers and educators concerned with the quality of student placement data. Several factors are at issue:

- the capacity of the state's MIS;
- the way the state's MIS articulates and interfaces with local systems; and
- the way the various system managers at the state and local levels communicate and interact.

For example, data for the federal government are extracted from state data forms, which in turn were extracted from local district data. How these data sets align impacts the accuracy of federal reports. Those states that have made changes in its data reporting requirements, yet have not provided adequate training and planning time for local districts, create opportunities for the collection of inaccurate data. In such instances, districts attempt to satisfy state data requirements with the data they have gathered, regardless of whether they provide answers to the questions posed by the states.

MIS with limited or inadequate data severely inhibit the value and usefulness of placement information for policymakers, educational planners, and practioners alike. State and local information systems that have not been established to interface with each other contribute to this problem. Further, the data manager at any level who fails to communicate with other managers may actually be developing a completely separate information system.

At times, subtle changes in data collection techniques can make a significant difference in state data reports. In New York, for example, education officials were concerned that the data they were receiving from district administrators were not in line with the reports they were receiving from practitioners in the field. Local and state officials agreed that the manner in which the state was asking for student placement data was leading local data managers to inaccurately report the general education placement of students receiving special education. As a result, the state altered data reporting instructions. Instead of collecting data according to the amount or specific types of special education services provided to students, the state Education Department revised forms to ask for the percentage of the school day students who were in general education settings, regardless of the types of general and special education services they received. By making this change, the state experienced a sizeable increase in their general education placement data, thus substantially improving the validity of state student placement numbers.

Other states have focused on state and local planning and communication as a method for enhancing the accuracy of student placement data. States have experienced appreciable improvements in the accuracy of student placement data by focusing on the link between state and local data collection efforts. Efforts in this area include:

- setting goals and target dates for implementing initial and ongoing technical changes to the state's data system;
- allowing sufficient planning time to modify local data systems to produce reports according to new state forms and procedures; and
- providing local data managers with ample lead time and training to gain a complete understanding of new directions and expectations, particularly during the first and second year of implementing major changes.

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Thus, by focusing on the actual management of the data system itself, states have increased the accuracy of local reports and enhanced the articulation between state and local data systems.

Definitional and Data Exclusion Issues

To increase the credibility and validity of data results, states typically request that localities align definitions of student placements in a manner consistent with federal guidelines contained in the data collection forms and Data Dictionary used by OSEP. According to OSEP's *17th Annual Report to Congress*, officials in Indiana, Minnesota, and New York reported shifts in placement data, which they attribute in part to improved data collection and reporting procedures that more accurately reflect federal guidelines. In California, the number of resource-served students in general education classes increased substantially from 1991-92 to 1992-93. Similarly large decreases in special class placements were also noted. Such changes were due primarily to improved data reporting and collection that better conforms to OSEP data collection requirements.

State education officials in Maine and New York implemented a three-pronged strategy to improve the accuracy of state student placement data. First, they aligned the student placement definitions with federal guidelines. Second, they conducted statewide workshops to re-orient local personnel responsible for filling out the data collection forms. Third, they established an internal task force to plan a process for revising the state's method of monitoring the schools, including a greater emphasis on technical assistance to help local education agencies eliminate any problems that could lead to inaccurate data. In so doing, states like Maine and New York hope to more accurately reflect actual placement information for students being served in inclusive school settings, while also improving the comparability of their student placement data with that of other states.

Yet even states that are making strides in the reporting of inclusive placement data by aligning the definitions of data catergories with the federal guidelines may still be under-reporting the numbers of students with disabilities being served in the general education classroom. In 1997 California added "regular class" to the California Education Code. However, as of early 1997 the California data collection forms did not include data fields for general education class placements. The California data fields for ages 3-21 are: Designated Instruction and Services (DIS); Resource Specialist Program (RSP); Special Day Classes in Public Integrated Facility or Separate Facility (SDC); Nonpublic School, day school, residential in California or out of California (NPS); Public Residential School; Correctional Facility; State Hospital; Developmental Center; Community Project; and Teaching Hospital.

Intensity and Quality of Services

With inclusive education becoming more widely implemented, states and localities are seeking ways to report more meaningful information on the children being served in general education classrooms. The overwhelming sentiment among those data managers and project directors familiar with student placement data is that simply reporting the number of students being served in educational settings does not provide a true picture of the intensity or quality of educational services. Yet many local officials assign students to separate placement categories when these students are actually served in inclusive general education classrooms. Officials do so because they believe portrayal of students with disabilities in the general classroom will ultimately lead to a reduction in funding and supports.[3] Moreover, they contend that reporting students with disabilities in general education class placements—devoid of any explanation that those placements usually involve reconfigured classrooms, staffing arrangements, and support services—will eventually lead policymakers to conclude that special education services are no longer needed.

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[3] Many state funding systems presume that the level of intensity of special education equates to the amount of *time* out of the general educationclassroom, rather than the amount of *service* provided to the student. Hence, state reimbursements often increase based on an increase in the number of special education classroom *teachers* or special education *classroom units*.

Policymakers and practitioners alike assert that qualitative information is necessary to determine whether children and youth are being either "dumped" or "supported" in the general education classroom. The new vision of inclusive education demands a thorough understanding of the range and quality of services provided. It also requires collecting information on student performance and achievement for all children and youth. For these reasons, state management information systems need to be constituted to analyze qualitative data gathered to provide depth to numerical data. This can be accomplished through targeted information collection strategies for specific purposes using such means as surveys, interviews, and focus groups.

Although routine data collection and qualitative information gathering activities have historically been treated as mutually exclusive by the federal government and many states, the reality is that quality and performance indicators are necessary to determine whether students are being appropriately supported. For instance, a number of states are now providing increased general class placement data that includes accompanying services. In New York State, for example, state education officials have begun to consider student placement data as part of a performance-based approach to assessing programs at the state and local levels.

Given the strong sentiment against "unfunded mandates," federal and state education officials need to identify credible alternatives for securing and applying information on the intensity and quality of services provided in the classroom in ways that do not impose an undue burden on localities. At the same time, policymakers need to know that increased inclusive placement data does not necessarily mean that there is less need for special education services. Rather, it usually means that such special services are now being provided in the general education classroom.

Reporting and Disseminating Results

During the last two decades, various changes have been made to the data collection form and instructions that OSEP uses as the basis for publishing its annual reports to Congress. Though states are expected to comply with changes in federal reporting requirements, state regulatory requirements have not always been precisely aligned with federal requirements.

Changes to data collection report forms and procedures result when states and localities have a clear understanding of how the data will be used and disseminated as well as how districts, schools, and programs will benefit from the changes. Education officials, administrators, and teachers who see the information they have provided in a synthesized format are then in a better position to provide insights and observations that can lead to refinements, thereby bolstering and enhancing the meaning of the data.

In Maine and New York, data managers are finding positive results from their active commitment to share data with local districts. These states are exploring several means of disseminating the data to various audiences, such as the broad distribution of special education performance reports. Also, the advent of the Internet and other electronic networks provide excellent opportunities to make data available to a wider range of audiences.

Still, the promise of dissemination can also lead some localities to be more cautious in their reporting, particularly if they believe the information they are asked to provide will result in a reduction in funding for students with disabilities.

Conclusion

States are at very different places in their efforts to accurately report student placement data for national statistics. Several states have shown dramatic improvements, while many others have

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not. Scarce public resources, coupled with the complexity of issues surrounding inclusive schooling practices, demand that state and federal projects involved in inclusive education look carefully at the extent to which the placement of included students is being accurately reported.

Three states -- Maine, New York, and California -- have been highlighted in this article. These states have taken steps to improve the accuracy of their student placement data. In addition, two of the states, Maine and New York, have made a firm commitment to providing training and technical assistance to local data managers.

Yet as long as local districts perceive that they will be "rewarded" for supporting inclusion by losing state support for special education, districts are unlikely to revise data reports substantially. States can allay funding-reduction fears by restructuring funding formulas so that funds flow to the district on a pupil weighting, an excess cost, or a flat grant basis, rather than on a unit (either teacher or classroom) basis. In the short term, states can provide districts with "hold-harmless" provisions so they will not risk losing special education funding as they shift to new program delivery models.

In addition to encouraging districts to accurately report the student placement data, states, with the assistance of the federal government, should develop ways to link the placement data with qualitative features of the child's school day. Inclusion is not merely the change in student placement, but also the meaningful provision of necessary special education supports and services within the general education classroom. School boards' and other stakeholders' lack of understanding about inclusive educational practices makes them distrustful of decontextualized placement data or sole reliance on data for decision-making. Local special education officials stress that school boards, parents, and community members become suspicious of the need for special education services when officials report that virtually every student in special education is in the general education classroom. At a minimum, special education service delivery should be reported in conjunction with general education placement data. Changes in data reporting *must* be accompanied by aggressive education of community stakeholders to ensure that data changes are appropriately understood.

The U.S. Department of Education, like its counterparts in state education departments and local school districts, has come under intense public scrutiny to justify public expenditures for educational programs. Ultimately, inclusion initiatives appear to be evaluated by the numbers of students who move from a segregated special education program into a program that is offered in an inclusive environment. Therefore, it is important to disseminate accurate data with respect to student placements and programs as well as cultivate an understanding of why the data reported to Congress are inaccurate. Such actions not only justify the use of federal dollars in support of inclusion but promote continued advocacy of these efforts.

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APPENDIX I

Regular class includes students who receive the majority of their education program in a regular classroom and receive special education and related services outside the regular classroom for less than 21 percent of the school day. It includes children placed in a regular class and receiving special education within the regular class, as well as children placed in a regular class and receiving special education outside the regular class.

Resource room includes students who receive special education and related services outside the regular classroom for at least 21 percent but not more than 60 percent of the school day. This may include students placed in resource rooms with part-time instruction in a regular classroom.

Separate class includes students who receive special education and related services outside the regular classroom for more than 60 percent of the school day. Students may be placed in self-contained special classrooms with part-time instruction in regular classes or placed in self-contained full-time on a regular school campus.

Separate school includes students who receive special education and related services in separate day schools for students with disabilities for more than 50 percent of the school day.

Residential facility includes students who receive education in a public or private residential facility, at a public expense, for more than 50 percent of the school day.

Homebound/hospital environment includes students placed in and receiving special education in hospital or homebound programs.

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